

# Teacher's Guide to Meeting the Common Core Standards\* with *Prentice Hall Literature*



## Table of Contents

### Grade 9

Introduction. . . . .	2
College and Career Readiness Standards for Reading . . . . .	3
Reading Standards for Literature . . . . .	4
Reading Standards for Informational Texts . . . . .	9
College and Career Readiness Standards for Writing. . . . .	15
Writing Standards. . . . .	16
College and Career Readiness Standards for Speaking and Listening. . . . .	34
Speaking and Listening Standards . . . . .	35
College and Career Readiness Standards for Language. . . . .	41
Language Standards. . . . .	42
Standards Carried Through the Grades (Conventions—Progressive Standards) . . . . .	50
Model Responses to Teacher's Guide Discussion Prompts . . . . .	54

\*The version of the Common Core standards presented in this document reflects the final version of the CCS issued by the Council of Chief State School Officers and the National Governors Association in June 2010. Pearson provides a Teacher's Guide for each grade of *Literature*, presenting the complete text of the final Common Core Standards, correlations to student edition, and supporting guidance for teachers.

# Introduction

## *The Pearson Promise*

Welcome to the Common Core Standards. As the largest educational publishing company in the world, Pearson is committed to providing you with curriculum that not only meets these new guidelines, but also supports your implementation of these standards with your students.

Now that the Common Core Standards are finalized, Pearson is providing a full Common Core Alignment that correlates to every grade level of *Prentice Hall Literature* and supports your instructional needs.

This correlation provides an alignment of our grade 9 literature anthology to the Common Core Standards. You will also find “mini-lessons” embedded in these correlations to help you tailor your instruction to meet the requirements of the standards.

We value your partnership highly and look forward to continuing our mission to provide educational materials that fully satisfy your classroom needs.

# Meeting the Common Core Standards with *Prentice Hall Literature*



## Grade 9

### College and Career Readiness Standards for Reading

*The College and Career Readiness (CCR) anchor standards in the Reading domain appear below. On the pages that follow, grade-specific standards define what students should understand and be able to do in grade 9 as they build toward the CCR Reading standards. The CCR and grade-specific standards are therefore necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate. (Note that Common Core Standards for Reading are divided between Literary and Informational texts.)*

#### Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

#### Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section or chapter) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

#### Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning, as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

#### Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

## Reading Standards for Literature

### Common Core Standards

### Meeting the Common Core Standards with *Prentice Hall Literature: Correlations with Teacher's Notes*

#### Key Ideas and Details

**1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**

#### **Reading Skill**, pp. 211, 257, 693, 703

To cover the standard, introduce the Reading Skill instruction on pages 211, 257, and 693. In connection with the instruction on paraphrasing (p. 693), point out to students that a paraphrase is based on an analysis of what a text says explicitly. As students paraphrase a poem, direct them to support their re-wording of what the poem says explicitly with strong and thorough textual evidence. Similarly, as students make inferences (pp. 211 and 257), have them cite strong and thorough textual evidence to support their inferences. Reinforce the skills and assess mastery by having students complete the After You Read questions for each selection.

**2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.**

#### **Comparing Literary Works**, pp. 160, 200, 944

To address the standard, introduce or reinforce the concept of theme or central idea using the instruction on pages 160, 200, and 944. After students read the selections that follow pp. 160, 200, and 944, have them first provide an objective summary of the texts. With such a summary in mind, students will be better able to determine the theme of a work. Then, have them review the work and analyze how the theme emerges and is shaped and refined by specific details. For example, you may use the side-column notes in "If I Forget Thee, Oh Earth..." on pages 162, 163, 165, and 166 to guide students in analyzing the development of the story's theme. As students complete the After You Read questions and writing assignments on pp. 171, 209, and 959, direct them to consider the development and refinement of the theme in their responses.

**3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.**

#### **Literary Analysis**, pp. 125; 1041

To address the standard, use the Literary Analysis lesson on page 125 to introduce key ideas relating to characterization. Then, have students read "The Secret Life of Walter Mitty" (p. 127). Use the Literary Analysis side-column notes (pp. 130, 134) to help them understand that Mitty is a round, or complex, character. Test their understanding of this concept by having them answer the first two questions on page 135. Discuss their answers, guiding them to see how Mitty's daydreams affect his interactions with other characters. His daydreams also advance the plot as they cause or result from collisions with reality. Finally, point out to students that the disparity between Mitty's inner and outer lives defines him as a type of modern person and that the story's theme is an exploration of such a type.

Also address the standard using the Literary Analysis lesson on page 1041. Supplement the instruction by explaining how the term *complex character* applies to Odysseus. As students read from the *Odyssey*, Part 1 (page 1044), have them look for evidence of Odysseus' complexity. For example, he shows leadership (see the side-column note on page 1049), but he also does things that endanger his men (see the side-column note on page 1051). Point out how his interactions with other characters help advance the plot. For example, his deception of the Cyclops enables him and his men to escape from the cave (see the side-column notes on page 1054).

## Reading Standards for Literature

## Common Core Standards

Meeting the Common Core Standards with *Prentice Hall Literature: Correlations with Teacher's Notes*

## Craft and Structure

**4.** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of several word choices on meaning and tone (e.g., how the language evokes a sense of time and place, how it sets a formal or informal tone).

**Model Selection, Literary Analysis**, pp. 430; 441

To address the standard, introduce the Literary Analysis concepts using the instruction on pages 430 and 441. Have students apply the skills as they read and discuss the selections that follow (pp. 431, 443, 456). Side-column notes will help students understand how word choice impacts meaning and tone and evokes a sense of time and place (pp. 445, 446, 457, 458, 460). Especially helpful are the Author's Insight notes written by the author herself (431, 432, 437). For example, the Author's Insight note on page 437 will help students understand the importance of connotative meanings. To help students determine the meaning and impact of figurative language, have them review the paragraph beginning, "Every now and then . . .," on page 460. Use questions like these:

1. Which words or phrases personify the seasons by describing them as if they were people with well-defined personalities?
2. How would you paraphrase these descriptions, using synonyms of the words the author employs?
3. How do these figurative descriptions of seasons make the author's choice of summer more memorable?

Reinforce the skills and assess mastery by having them complete the After You Read questions for the selections (pp. 439, 453, 461).

## Reading Standards for Literature

### Common Core Standards

### Meeting the Common Core Standards with *Prentice Hall Literature: Correlations with Teacher's Notes*

**5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.**

**Literary Analysis**, pp. 43; 693

To cover the standard, introduce the concept of plot, including foreshadowing and suspense, using the Literary Analysis instruction on page 43. Have students apply the skills as they read and discuss the selections that follow (pp. 46, 60). Reinforce the skills and assess mastery by having them complete the After You Read Literary Analysis questions for the selections (pp. 57, 69).

To further support and reinforce the standard, use the lesson on page 693 to introduce key concepts. As students read the poems beginning on page 696, have them focus not only on how authors create mood but also on how they order events to create mystery, tension, or surprise. For example, point out the manipulation of time in Edwin Muir's "The Horses" (p. 706): The poem depicts—not in chronological order—the mysterious arrival of the horses (ll. 1–4, 30–50), a flashback to the war that preceded that arrival (ll. 5–12), a "present tense" that somehow looks backward (ll. 13–30), and a more hopeful, forward-looking "present tense" (51–53) energized by the horses' arrival. Then, ask students how this manipulation of time emphasizes the mystery and surprise of the horses' coming. Students will apply the standard as they complete the After You Read Literary Analysis question numbers 1 and 3 for the selections (pp. 703, 715).

**6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.**

**Reading Skill**, pp. 1041, 1083, 1087, 1115; **Comparing Points of View**, pp. 80, 93

To cover the standard, introduce the Reading Skill: Historical and Cultural Context, on pages 1041 and 1087. As students read the *Odyssey*, Parts 1 and 2 (pp. 1044, 1089), have them use the Reading Skill side-column notes to analyze in detail the cultural experience reflected in this classic of world literature (pp. 1048, 1050, 1052, 1056, 1062, 1064, 1067–1068, 1072, 1076, 1092, 1094, 1097–1099, 1101, 1107–1108, 1110). For this same purpose, also have students use the Literature in Context and selected Critical Viewing notes (1078, 1095, 1096, 1104). To reinforce and assess mastery of the standard, direct students to answer the Reading Skill questions on the After You Read page for each part of the *Odyssey* (pp. 1083, 1115).

To reinforce coverage of the standard, introduce the Comparing Points of View instruction on page 80. As students read the short story from Ghana (p. 86), have them respond to the Literary Analysis side-column notes (pp. 87, 89). Also, to help students analyze the cultural experience reflected in the story, have them read the Literature in Context feature on Ghana (p. 91) and answer the Connect to the Literature question. Then, have them answer the Critical Thinking questions (p. 92) to further analyze the cultural experience. Finally, assign the sections of point-of-view question numbers 1 and 2 relevant to this story on the After You Read page.

## Reading Standards for Literature

Common Core Standards	Meeting the Common Core Standards with <i>Prentice Hall Literature: Correlations with Teacher's Notes</i>
<b>Integration of Knowledge and Ideas</b>	
<b>7.</b> Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's <i>Landscape with the Fall of Icarus</i> ).	<p><b>Artwork, Stained-Glass Window, "The Seven Ages of Man,"</b> p. 734; <b>Poem, "The Seven Ages of Man,"</b> p. 735</p> <p>To address the standard, have students compare and contrast Shakespeare's poem "The Seven Ages of Man" (a speech from <i>As You Like It</i>) with the similarly titled stained-glass window based on the poem (pp. 734, 735). Consider using questions like the following to guide their analysis and help them understand what is emphasized or absent in each treatment:</p> <ol style="list-style-type: none"> <li>1. The poem is governed by the auditory rhythms of blank verse (unrhymed iambic pentameter). Does the painting have visual rhythms that organize it in a similar way? Explain.</li> <li>2. Why do you think the figures in the window are arranged in a triangle? Is the movement of growth and decline suggested by such a pattern present or hinted at in the poem? Explain.</li> <li>3. Does every figure mentioned in the poem have a counterpart in the window? Which are more vividly depicted, the figures in the poem or those in the window? Why?</li> <li>4. In which medium, the window or the poem, is the characters' dress more completely shown or described? Explain.</li> <li>5. What imagery involving sound appears in the poem? How important is this imagery in distinguishing the different "ages of man"? Explain. Is there an equivalent to this imagery in the window? Why or why not?</li> <li>6. Is the portrayal of the final age of man more effective in the poem or in the window? Why?</li> </ol>
<b>8.</b> (Not applicable to literature.)	<b>N/A</b>
<b>9.</b> Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	<p><b>Comparing Literary Works,</b> pp. 944, 959; <b>Literary Analysis and Reading Skill,</b> pp. 257, 267</p> <p>To cover the standard, introduce the key concepts by having students read the Comparing Archetypal Themes instruction on page 944. Then, have them read the retelling of the Pyramus and Thisbe story (originally from Book IV of Ovid's <i>Metamorphoses</i>) starting on page 946. With this story in mind, have students read or review Shakespeare's <i>Romeo and Juliet</i> (p. 806) and the relevant scene from his <i>A Midsummer Night's Dream</i> (p. 950). As students read or review the Shakespeare selections, ask them to analyze how he transforms the Pyramus and Thisbe story for tragic and comic purposes, respectively. Direct them to focus on changes, if any, in such elements as characters, plot, and tone. For this purpose, have students answer the questions on the Comparing Literary Works After You Read page.</p> <p>You may also address the standard by reviewing with students the biblical story of the magi, wise men from the East who came to visit the baby Jesus and give him gifts (see Matthew 2:1–12). Then, ask students what they might anticipate from a story entitled "The Gift of the Magi." Introduce key concepts by having students read the instruction on page 257. As students read the selection (p. 260), have them answer this question:</p> <ul style="list-style-type: none"> <li>• Compare and contrast the ancient tale with the modern story.</li> </ul>

## Reading Standards for Literature

### Common Core Standards

### Meeting the Common Core Standards with *Prentice Hall Literature: Correlations with Teacher's Notes*

#### Range of Reading and Level of Text Complexity

**10.** By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Independent Reading**, pp. 185, 415, 595, 769, 1019, 1247; **Applying the Big Question**, pp. 180, 410, 590, 764, 1014, 1242

To address the standard, use the suggestions for independent reading on pages 185, 415, 595, 769, 1019, and 1247. These suggested works include titles in the 9–10 text complexity band. Use the Lexile scores and L1 (“for struggling readers”) through L4 (“above level”) reading level indicators in the *Prentice Hall Literature Teacher's Edition* to help students choose independent readings at the appropriate level. (Note that, as the CCS require, the assessment of text complexity on the Independent Reading pages is based on both qualitative measures, such as concept-level and reader interest, and quantitative measures, such as Lexile score. For this reason, the readability score given for an Independent Reading title may not fully reflect its complexity; consult the L1 through L4 ratings for clarification. In addition, the CCS require that the match between reader and task be taken into account when assessing complexity. Assign independent reading tasks commensurate with the ability level of each student.)

You may also address the standard by offering students a choice of selections in the *Prentice Hall Literature Student Edition* for independent reading. Use the Accessibility at a Glance chart in the Teacher's Edition to assess text complexity.

To ensure students' proficiency in reading independently, hold Literature Circles for the titles students choose to read, following the guidance for Literature Circles in the *Professional Development Guidebook* and using the Connecting to the Big Question discussion questions on the Independent Reading page in the *Prentice Hall Literature Teacher's Edition*. You may also use the additional independent reading support in the *Professional Development Guidebook*, including the Response Journal, Save the Last Word for Me, and Reading Log pages.

To support students' fluency, you may wish to use the research-based strategies for practicing fluency, such as structured partner reading, found in section 1 of the *Professional Development Guidebook*. For additional fluency practice, you will find Fluency notes at point of use for selections throughout the *Prentice Hall Literature Teacher's Edition*.



Reading Standards for Informational Texts	
Common Core Standards	Meeting the Common Core Standards with <i>Prentice Hall Literature: Correlations with Teacher's Notes</i>
<b>Key Ideas and Details</b>	
<p><b>1.</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p><b>Reading Skill</b>, pp: 441; 461; 465; 470; 481; 486; 487; <b>Critical Thinking</b>, pp.: 452; 460</p> <p>To cover the standard, use the Reading Skill lessons on pages 441 and 465 to introduce the analysis of what an informational text says explicitly. As students read the selections that follow the lesson on page 465, have them practice such analysis using the Reading Skill side-column notes on pages 470, 481, and 486. Reinforce the skill and assess mastery by having students answer the Reading Skill questions on After You Read pages 461 and 487.</p> <p>Also cover the standard by having students answer Critical Thinking question number 3 on page 452 and Critical Thinking question number 2 on page 460. Both these questions require students to support inferences they make about the text. Remind students to cite strong and thorough textual evidence to support their inferences.</p>
<p><b>2.</b> Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>	<p><b>Reading Skill</b>, pp. 742; 743</p> <p>To address the standard, use the Reading Skill instruction on page 742 to introduce the concept of the main or central idea of a text. Then, have students read the informational text that follows (pp. 743–744) and provide an objective summary of it. By summarizing the text, students will be better able to analyze the development of its central idea. However, be sure to clarify for students the differences between a paraphrase, mentioned on page 742, and a summary: A paraphrase is a restatement of an author's ideas in one's own words, while a summary is a very brief restatement of an author's main idea.</p> <p>Next, have students review the first two paragraphs of the text (p. 743) and respond to the side-column note by identifying the main or central idea of the case study. Finally, ask them to answer this question:</p> <ul style="list-style-type: none"> <li>• How does the contrast between Matt and Gill that unfolds in the study shape the development of the central idea expressed in the second paragraph.</li> </ul>

## Reading Standards for Informational Texts

### Common Core Standards

### Meeting the Common Core Standards with *Prentice Hall Literature: Correlations with Teacher's Notes*

**3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.**

**Literary Analysis and Reading Skill**, pp. 465; 479; 480; 481; 483; 485; 486; 487

To address the standard, use the Literary Analysis and Reading Skill instruction on page 465 to introduce the concepts of expository techniques, main idea, and supporting details. As students read one of the selections that follows (p. 477), have them use the side-column notes (pp. 479–481, 483, 485–486) to analyze how the author unfolds his analysis. Reinforce the skills and assess mastery by having students answer the questions on the After You Read page (p. 487). Supplement question #3 by asking students to indicate the order in which the author makes his points and the connections he establishes between them. Guide students to understand that the author begins with a comparison and contrast of television and print journalism (p. 478), which is woven back into his argument at key points (pp. 483, 484). He then combines a description of television imagery with a cause-effect analysis of how “violence and destruction” are often shown on television because “the grammar of moving pictures favors images that change” (p. 479). Point out that similar cause-effect analyses appear periodically throughout the essay: because the “medium favors images that move,” television news does not like to use “talking heads” very much (p. 480); because the public needs someone “to trust,” the anchor must be “a person of authority and skill” (p. 481); because “time is so precious on television,” issues cannot be explained in depth on television news (p. 482); because local stations make money from “the half-hour after the [half hour] national evening news,” it is unlikely that the national news will be expanded to an hour (p. 485). The descriptions of television imagery, comparisons of television and print journalism, and cause-effect analyses of why television news is as it is lead the author to his strong concluding paragraph, with its final cause-effect analysis: “the overwhelming need to keep people watching” commercial television leads to the impression of a chaotic world that television news conveys (p. 486).

## Reading Standards for Informational Texts

Common Core Standards	Meeting the Common Core Standards with <i>Prentice Hall Literature: Correlations with Teacher's Notes</i>
<b>Craft and Structure</b>	
<p><b>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of several word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</b></p>	<p><b>Literary Analysis</b>, pp. 101; 111; 121; <b>Selections</b>, pp. 468–474; 493–494</p> <p>To address the standard, use the Literary Analysis lesson on page 101 to introduce key concepts relating to word choice and tone. As students analyze the authors' word choices in the two selections that follow, encourage them to use contextual clues, footnotes, and side-column vocabulary notes to determine the meanings of unfamiliar words. For example, guide students to see how the word <i>immaculate</i> (p. 109), as applied to Jacqueline Kennedy on the day of her husband's assassination, has more of a religious connotation than the synonym <i>spotless</i> would. Also, the figurative language comparing Mrs. Kennedy, "lying over" her husband's body, to "a drift of blossoms" (p. 106) emphasizes her beauty, vulnerability, and bravery all at once. It also suggests that the President, covered in flowers, is on his way to the grave. Finally, point out that the word <i>report</i> (p. 105) is used in its technical sense to signify the sound of an explosion or gunfire.</p> <p>After exploring these and other word choices, have students focus on how such choices cumulatively impact meaning and tone. For example, do the authors' word choices create a serious or humorous mood or establish a formal or informal tone? Also, you might ask students how a newspaper story on the Kennedy assassination might take a more objective and less personal tone than Lady Bird Johnson's diary. Such a story, for instance, would probably not include Mrs. Johnson's observation that Kenny O'Donnell "loved President Kennedy so much." Students will apply the standard as they complete the Literary Analysis questions on the After You Read pages for the selections (pp. 111, 121).</p> <p>To further address the standard, have students compare and contrast the language and tone of the technical document "Space Shuttle Basics" (p. 493) with those of Sally Ride's piece "Single Room, Earth View" (p. 468). Use questions like the following to highlight the contrasts:</p> <ol style="list-style-type: none"> <li>1. Ride uses emotional language such as "startling sensation," "racing along," "Spectacular," and "eerie." Does the technical article contain such language?</li> <li>2. Ride uses figurative language, such as "leap from the canvas of its surroundings" (p. 471) and "as if Huck Finn had tied a candle to his raft" (p. 473). Does the technical article use such language?</li> <li>3. The tone of the technical article can be described as objective and informative. How would you describe the tone of Ride's piece?</li> <li>4. How do the different purposes of Ride's essay and the technical article account for their differences in word choice and tone?</li> </ol>
<p><b>5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</b></p>	<p><b>Literary Analysis and Reading Skill</b>, pp. 519, 527, 535</p> <p>To cover the standard, introduce the Literary Analysis and Reading Skill instruction on page 519. As students read the selections that follow (pp. 522, 530), have them use the Literary Analysis and Reading Skill side-column notes (pp. 523, 525–526, 531) to analyze in detail how an author's ideas or claims are developed by particular sentences, passages, and paragraphs. Reinforce the skill and assess mastery by having students answer the questions on After You Read pages 527 and 535.</p>

## Reading Standards for Informational Texts

### Common Core Standards

### Meeting the Common Core Standards with *Prentice Hall Literature: Correlations with Teacher's Notes*

**6.** Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

**Literary Analysis and Reading Skill**, pp. 539, 543–546; 549; 554–556; 559; 561  
**Reading Skill**, pp. 101, 121

To cover this standard, introduce the key concepts in the Literary Analysis and Reading Skill instruction on page 539. Then, have students read the selections that follow (pp. 542, 552). After students answer the Literary Analysis prompt on page 543, ask them how King's financial analogy reveals the purpose of his speech. Then, have them use the side-column notes (pp. 544–546) to analyze how King uses rhetoric to advance his purpose. Next, ask students how the first three paragraphs of Roosevelt's speech (p. 553) reveal his purpose. Follow up by having students use the side-column notes (554–556; 559) to analyze how Roosevelt uses rhetoric to advance his purpose. To reinforce and assess students' mastery of the standard, have them answer the questions on the After You Read pages.

To further support this standard, introduce the Literary Analysis and Reading Skill instruction on page 101. Point out to students that rhetorical devices such as word choice and sentence structure help an author to achieve his or her purpose. Then, have students apply this instruction to the selection "My English" (p. 114). As they respond to the Literary Analysis prompts (pp. 116, 117), ask them to explain how the author's creation of a unique voice helps her advance her purpose. Help students understand the link between voice and rhetorical devices on the one hand and purpose on the other by supplementing the prompts with questions like these:

1. How does the rapid-fire list of idiomatic expressions, riddles, and jokes help the author re-create the excitement, strangeness, and fun of learning a new language?
2. What are three examples of figurative language in the essay's final paragraph (p. 120)? How does this figurative language convey the sensation of mastering English better than a non-figurative description could?
3. When you have answered the questions on the After You Read page, what conclusions can you draw about how the author's word choice, attitude, and sentence structure help to advance her purpose?

### Integration of Knowledge and Ideas

**7.** Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

**Selection**, pp. 500–507

To address the standard, have students read the excerpt from Carl Sandburg's *A Lincoln Preface*. Ask students to list the personal traits and qualities of Lincoln that emerge most strongly from Sandburg's account. Also have them note the key events in Lincoln's life that Sandburg mentions. Then, ask students to keep their list and notes in mind as they view **the 1940 film *Abe Lincoln in Illinois***, which was based on Robert Sherwood's Pulitzer Prize-winning play of the same name. Use questions like the following to help students determine the details that are emphasized in each account:

1. Which stage of Lincoln's life does each account emphasize?
2. Do the two accounts agree in their depiction of Lincoln's personal traits and qualities? Explain.
3. In what way does Sandburg use anecdotes and quotations to portray Lincoln? How does the film use camerawork, dialogue, and acting style to accomplish the same purpose?
4. Which portrait of Lincoln is more memorable, the one created by Sandburg or the one that emerges from the film? Why?

## Reading Standards for Informational Texts

## Common Core Standards

Meeting the Common Core Standards with *Prentice Hall Literature: Correlations with Teacher's Notes*

**8.** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

**Reading Skill**, pp. 519; 527; 535; 566; 571; **Informational Texts**, pp. 567–570

To address the standard, use the Reading Skill lesson on page 519 to introduce key concepts. Then, have students apply this instruction and respond to the side-column notes as they read the selections that follow (pp. 522, 530). Help students to identify the main arguments in these texts by using the following questions:

1. In the final paragraph of "Carry Your Own Skis" (p. 526), which sentence sums up the author's main argument in the essay?
2. Review the last two paragraphs on page 532 of "Libraries Face Sad Chapter." Then, in your own words, state the main argument of the essay.

Also, direct students to identify any false statements or examples of fallacious reasoning they encounter. To reinforce and assess mastery of the standard, have students complete the Reading Skill questions on the After You Read pages.

To further address the standard, use the lesson on page 566 to introduce key concepts. As students read the informational texts (pp. 567–570), have them apply the lesson and delineate and evaluate the authors' arguments and claims. Use the following questions to help students delineate the main arguments:

3. In the excerpt from *Nothing to Fear*, how does the author's main argument relate to what Roosevelt learned from coping with his polio? How would you paraphrase that argument?
4. In the excerpt from Roosevelt's "Radio Address on Drought Conditions," what is the main argument presented in the paragraph beginning, "First let me talk for a minute . . ." (p. 569)?

Then, have students apply the lesson and use the side-column notes to assess whether the reasoning is valid and to determine whether the evidence presented in support of the arguments is relevant and sufficient. Also, ask students the following question:

5. Are there examples in the excerpt from *Nothing to Fear* or in Roosevelt's "Radio Address on Drought Conditions" of false statements or fallacious reasoning? Explain.

Finally, reinforce the standard and assess mastery by having students answer the question and complete the timed writing assignment on page 571.

## Reading Standards for Informational Texts

### Common Core Standards

**9.** Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

### Meeting the Common Core Standards with *Prentice Hall Literature: Correlations with Teacher's Notes*

**Literary Analysis and Reading Skill**, pp. 539, 549, 561

To cover this standard, introduce the key concepts in the Literary Analysis and Reading Skill instruction on page 539. As students read the selections that follow (pp. 542, 552) have them use the side-column notes to analyze the purpose and structure of these foundational speeches. Use the following questions to help students understand the premises and related themes of these speeches:

1. How do the third and fourth paragraphs of King's speech, with the image of a returned check (pp. 543, 544), reveal the theme of his whole speech?
2. In what way does Roosevelt's famous phrase (p. 553), "the only thing we have to fear is fear itself," express the theme of his speech?
3. Cite evidence to demonstrate how both of these speeches do the following:
  - present a problem and identify those who stand in the way of solving it
  - set forth a vision of how the problem can be solved
  - appeal to people's hopes and aspirations rather than their fears
  - reaffirm American ideals and a sense of community

To reinforce and assess students' mastery of the standard, have them answer the questions on After You Read pages 549 and 561.

### Range of Reading and Level of Text Complexity

**10.** By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Independent Reading**, pp. 185, 415, 595, 769, 1247; **Applying the Big Question**, pp. 180, 410, 590, 764, 1242

To address the standard, use the suggestions for independent reading on pages 185, 415, 595, 769, and 1247. These suggested works include titles in the 9–10 text complexity band. Use the Lexile scores and L1 ("for struggling readers") through L4 ("above level") reading level indicators in the *Prentice Hall Literature Teacher's Edition* to help students choose independent readings at the appropriate level. (Note that, as the CCS require, the assessment of text complexity on the Independent Reading pages is based on both qualitative measures, such as concept-level and reader interest, and quantitative measures, such as Lexile score. For this reason, the readability score given for an Independent Reading title may not fully reflect its complexity; consult the L1 through L4 ratings for clarification. In addition, the CCS require that the match between reader and task be taken into account when assessing complexity. Assign independent reading tasks commensurate with the ability level of each student.)

You may also address the standard by offering students a choice of selections in the *Prentice Hall Literature Student Edition* for independent reading. Use the Accessibility at a Glance chart in the Teacher's Edition to assess text complexity.

For a discussion of additional independent reading support, see the note on page 8 of this Teacher's Guide.

## College and Career Readiness Standards for Writing



*The College and Career Readiness (CCR) anchor standards in the Writing domain appear below. On the pages that follow, grade-specific standards define what students should understand and be able to do in grade 9 as they build toward the CCR Writing standards. The CCR and grade-specific standards are therefore necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.*

### Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

### Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

### Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.



Writing Standards	
Common Core Standards	Meeting the Common Core Standards with <i>Prentice Hall Literature: Correlations with Teacher's Notes</i>
<b>Text Types and Purposes</b>	
<b>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>	<p>To satisfy the standard, have students complete the Writing Workshop, Persuasion: Editorial, on pages 582–589, enriching the instruction as indicated in the teaching notes for each subparagraph of the standard, below. Use the additional opportunities cited in the teaching notes to provide further support and reinforcement.</p>
<b>1.a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</b>	<p><b>Writing Workshop</b>, pp. 582–589; <b>Communications Workshop</b>, p. 594; <b>Writing Lessons</b>, pp. 667; 933</p> <p>To cover the standard, have students complete the Writing Workshop, Persuasion: Editorial, on pages 582–589. Emphasize the strategies for introducing a precise claim, which will be part of the clear thesis statement described in the workshop (p. 583). During the Prewriting stage, students will also distinguish their claim from opposing claims or viewpoints (p. 583). As they draft their editorial, students will create an organization that establishes clear relationships among their thesis or claim, counterarguments, and arguments for their claim that are based on reasons and various types of evidence (p. 584).</p> <p>To provide additional support and reinforcement for the standard, assign the Communications Workshop on page 594 (persuasive speech) and the Writing Lessons on pages 667 (editorial) and 933 (editorial and persuasive letter). Enrich the assignments by stressing that the position statement or thesis should contain a precise claim, that the claim should be distinguished from opposing claims or counterarguments, and that the organization should establish clear relationships among the thesis statement or claim, counterarguments, and the evidence that supports the thesis.</p>
<b>1.b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</b>	<p><b>Writing Workshop</b>, pp. 582–589; <b>Writing Lesson</b>, p. 667; <b>Communications Workshop</b>, p. 594</p> <p>To cover the standard, have students complete the Writing Workshop, Persuasion: Editorial, on the pages cited, emphasizing the strategies for developing claims (arguments) and counterclaims (opposing viewpoints or counterarguments) fairly (pp 583, 584, 586). Highlight the directions to anticipate the audience's knowledge and concerns as students develop claims and counterclaims: "Anticipate and address readers' potential expectations, biases, and misunderstandings. . . ." (p. 583); "Review all the points that support your thesis, and consider their impact on your intended audience. . . ." (p. 584); "Show [readers] that you are aware of their potential questions, opposing positions, and counterclaims . . ." (p. 586).</p> <p>To provide additional support and reinforcement for the standard, assign the Communications Workshop Activity (p. 594) and the Writing Lesson (p. 667). Emphasize the directions to "respond to the listeners' self-interests" (concerns) and "anticipate . . . counterarguments" (p. 594) and to consider making revisions based on the response of someone who disagrees (p. 667).</p>



Common Core Standards	<b>Writing Standards</b> <b>Meeting the Common Core Standards with <i>Prentice Hall Literature: Correlations with Teacher's Notes</i></b>
<p><b>1.c.</b> Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p>	<p><b>Writing Workshop</b>, pp. 582–589; <b>Communications Workshop</b>, p. 594; <b>Integrated Language Skills: Grammar</b>, p. 1116</p> <p>To address the standard, have students complete the Writing Workshop, Persuasion: Editorial, on the pages cited, emphasizing the effective use of parallel words, phrases, and clauses (p. 587) to clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims (connections among ideas). Enrich the instruction by reviewing with students the following transitional words and phrases, which will help them create cohesion in their essays:</p> <ul style="list-style-type: none"> <li>• Cause and effect: <i>consequently, as a result, for this reason, therefore, thus, so then</i></li> <li>• Comparison and contrast: <i>on the one hand, on the other hand, in contrast, on the contrary, similarly, likewise</i></li> <li>• Illustration: <i>for example, for instance, for one thing, as an illustration, as an example</i></li> <li>• Summarizing: <i>after all, in conclusion, in any case, on the whole, in the final analysis, in summary, to sum up</i></li> </ul> <p>To further enrich the instruction, point out to students that compound and complex sentences can also help clarify the connections among ideas. Introduce or review these types of sentence using the instruction on page 1116. Then, offer these examples:</p> <ul style="list-style-type: none"> <li>• A complex sentence can clarify the relationship between claims and reasons: <i>The school will lose money because it is not conserving energy.</i></li> <li>• A compound sentence (with a transitional phrase) can clarify the relationship between reasons and evidence: <i>Some schools already have started energy conservation programs; for instance, Edison High School in Brightville has such a program.</i></li> <li>• A complex sentence can clarify the relationship between claims and counterclaims by putting the counterclaim in a subordinating clause to discount it: <i>Although some students object to this plan, they are not fully informed about its benefits.</i></li> </ul> <p>To provide additional support and reinforcement for the standard, use the Communications Workshop on page 594, emphasizing the use of parallel structures to make ideas clear (clarify relationships). Enrich the instruction in the ways suggested above.</p>

Writing Standards	
Common Core Standards	Meeting the Common Core Standards with <i>Prentice Hall Literature: Correlations with Teacher's Notes</i>
<p><b>1.d.</b> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p>	<p><b>Writing Workshop</b>, pp. 582–589; <b>Communications Workshop</b>, p. 594; <b>Writing Lessons</b>, p. 933</p> <p>To address the standard, have students complete the Writing Workshop, Persuasion: Editorial, on the pages cited, emphasizing the strategies for using precise words to convey a “powerful” tone (p. 586) and for attending to the spelling (conventions) of content area (discipline) words (p. 589). Use the following additional examples—quoting from, based on, or modifying the Student Model (p. 588)—to enrich the instruction:</p> <p><b>Thesis:</b> A dress code will ensure appropriate attire in the school while allowing individuals some freedom to choose what they wear.</p> <p><b>Support, Formal Style:</b> Schools with uniforms have to design, order, sell, and distribute the uniforms they wish to have for their school.</p> <p><b>Support, Informal Style:</b> Schools with uniforms have to do an awful lot of work to get those uniforms to the kids.</p> <p><b>Support, Objective Tone:</b> In addition, school officials spend time and resources making sure they receive payment for uniforms.</p> <p><b>Support, Subjective Tone:</b> I cannot believe how much time school officials waste just nagging students who owe money for uniforms.</p> <p>Point out to students that while an informal style might work for a conversation among fellow students, a formal style is more appropriate for a written piece that will be read by a variety of people. Also point out that while an objective tone invites readers to consider a thought, a subjective tone presents an emotional reaction that may repel readers.</p> <p>Stress to students that if they are writing an argument in a specific form, such as an editorial, they should attend to the norms and conventions of that form. Similarly, if their writing concerns a particular discipline, such as a review of a science book, they should observe the norms and conventions of that discipline.</p> <p>To provide additional support and reinforcement for the standard, assign the Writing Lessons (editorial, persuasive letter) on page 933. Use the suggestions offered above to enrich the instruction.</p>

Writing Standards	
Common Core Standards	Meeting the Common Core Standards with <i>Prentice Hall Literature: Correlations with Teacher's Notes</i>
<p><b>1.e.</b> Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p><b>Writing Workshop</b>, pp. 582–589</p> <p>To address the standard, have students complete the Writing Workshop, Persuasion: Editorial, on the pages cited. Emphasize the strategy (p. 584) that calls for students to write a conclusion that restates the thesis and presents “a memorable final thought or quotation,” so that this section follows from and supports the argument in the editorial. Also, point out how the author of the Student Model provides a conclusion that follows from and supports his argument by restating it, summarizing the evidence, and offering an additional insight (p. 588).</p> <p>Enrich the instruction by encouraging students to experiment with a variety of strategies to conclude their writing. Offer the following examples:</p> <ul style="list-style-type: none"> <li>• Use a memorable analogy that follows from and supports the argument presented: Those who drive while talking on a cell phone may think of themselves as high-powered executives, firmly in charge of their own lives. As I have shown, however, they are more like little kids playing dangerously on the edge of a cliff.</li> <li>• After you have described a problem at length, clearly state the solution and its benefits: The problem is clear and so is the solution: Installing a traffic light at this dangerous intersection may cost a few dollars now, but it will save money in the long term by preventing costly accidents. Even more important, it will save lives.</li> <li>• Restate the thesis, attacking opponents’ credibility in a memorable way: Only now, after months of distortion, are students beginning to realize that offering healthy food options in the cafeteria would increase, not reduce, their choices. Only now are they discovering what upgrading the lunch menu means: no elimination of favorite dishes; no school administrators forcing you to “eat your spinach”; and no more credibility for those who always say, “No!”</li> </ul>
<p><b>2.</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>To satisfy the standard, have students complete the Writing Workshop, Research Writing: Research Report, on pages 1002–1013, enriching the instruction as indicated in the teaching notes for each subparagraph of the standard, below. Use the additional opportunities cited in the teaching notes to provide further support and reinforcement.</p>

Writing Standards	
Common Core Standards	Meeting the Common Core Standards with <i>Prentice Hall Literature: Correlations with Teacher's Notes</i>
<p><b>2.a.</b> Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p>	<p><b>Writing Workshop</b>, pp. 1002–1013; <b>Research and Technology</b>, pp. 123; 345; 935; <b>Communications Workshop</b>, p. 1018</p> <p>To cover the standard, have students complete the Writing Workshop assignment on the pages cited. Emphasize strategies for proposing a thesis statement (introducing a topic) and choosing a text structure (organizing complex ideas, concepts, and information) to make important connections (pp. 1002, 1005). Also, stress the importance of proper formatting (pp. 1006, 1008, 1013) and the use of visuals (graphics) such as charts, maps, and graphs (p. 1005). Call students' attention to the suggestion to re-create the report as a multimedia presentation on page 1013. For more detailed instruction on this process, use the Communications Workshop: Multimedia Presentation of a Research Report on page 1018.</p> <p>Enrich the instruction by pointing out to students that additional formatting techniques, such as headings, tables of contents, and numbered paragraphs, can help readers follow their organization.</p> <p>To provide additional support and reinforcement for the standard, use Research and Technology writing assignments on pages 123 and 345. Emphasize the suggestions for creating a strong opening statement and choosing appropriate media (p. 123), as well as those for organizing the material (p. 345). For practice in presenting a topic using multimedia, have students complete the Research and Technology (multimedia presentation) assignment on page 935.</p>

Common Core Standards	<b>Writing Standards</b> <b>Meeting the Common Core Standards with <i>Prentice Hall Literature: Correlations with Teacher's Notes</i></b>
<p><b>2.b.</b> Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p>	<p><b>Writing Workshop</b>, pp. 1002–1013; <b>Research and Technology</b>, p. 935; <b>Communications Workshop</b>, p. 1018</p> <p>To cover the standard, have students complete the Writing Workshop assignments on the pages cited, emphasizing the strategies for using a variety of primary and secondary sources, including firsthand accounts, almanacs with statistics, paraphrases of sources, and direct quotations (pp. 1003–1005). Enrich the instruction with these examples of types of support:</p> <p><b>Thesis:</b> Rachel Carson's book <i>Silent Spring</i> captured the public's imagination and changed the country's awareness about the environment.</p> <ul style="list-style-type: none"> <li>• Well-chosen, relevant fact: In 1990, <i>Life</i> magazine selected Carson as one of the 100 most important Americans of the 20th century.</li> <li>• Concrete detail: As a result of a President's Special Advisory Committee study, prompted by the book, the pesticide DDT was used under greater supervision.</li> <li>• Quotation: As David P. Rall, founding director of the National Toxicology Program, declared: "In many ways, <i>Silent Spring</i> was the beginning of the environmental movement. It was the first serious look at the persistence of environmental chemicals . . ."</li> <li>• Statistic: In only six months, <i>Silent Spring</i> sold a half million copies.</li> </ul> <p>Point out to students that as they develop their topic, they should take into account their audience's knowledge. For example, in writing about Rachel Carson for an audience of classmates, students should consider defining or explaining technical terms such as <i>pesticide</i>, <i>DDT</i>, and <i>toxicology</i>.</p> <p>To further support and reinforce the standard, use the Research and Technology assignments on page 935 and the Communications Workshop on page 1018. Emphasize the suggestions for supporting a multimedia presentation on Renaissance music with (well-chosen and relevant) examples of period music and pictures of instruments used at the time (p. 935). Also, stress the strategies for adapting a multimedia presentation to the knowledge and interests of the audience (p. 1018). Finally, enrich the instruction with the additional suggestions provided above.</p>

## Writing Standards

### Common Core Standards

**2.c.** Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

### Meeting the Common Core Standards with *Prentice Hall Literature: Correlations with Teacher's Notes*

**Writing Workshop**, pp. 1002–1013; **Research and Technology**, pp. 123; 345

To address the standard, have students complete the Writing Workshop assignment on the pages cited. Emphasize the strategy to use subordinate conjunctions to show (clarify) the relationships between ideas (p. 1009). Enrich the instruction by quickly reviewing with students the words or phrases that establish various types of transition:

- Sequence (*first, next, then, later, last*)
- Illustration (*for example, for instance, as an illustration*)
- Cause and effect (*because, as a result, consequently, despite, if . . . then*)
- Comparison and contrast (*on the one hand, on the other hand, in contrast*)
- Summary (*to sum up, in summary, all in all, on the whole, in the final analysis*)

Then, point out to them that they can use transitions like these to link the major sections of their text. For instance, when they begin a new paragraph, they can use such transitions to link the idea they are introducing with the idea or ideas they have just discussed in a previous paragraph. Following are a few examples:

- Sequence link  
 . . . all these actors were heroes of silent westerns.  
Then came the "talkies," bringing the pop of gunshots and a new style of acting to the western film. . . .
- Cause-and-effect link  
 . . . outlaws, hostile Native Americans, bad weather conditions, and competition from stagecoach lines threatened the development of railroads.  
Despite these problems, railroads soon connected every major city. . . .
- Comparison-and-contrast link  
 . . . that is why so many western towns were little more than a single dusty street, lined with hitching posts and boasting a saloon, a stable, and a run-down grocery store.  
On the other hand, civilization was on the way. Schools, churches, and post offices . . .
- Summary link  
 . . . by the mid-1890s, there was no more frontier. Except for isolated pockets of wilderness, America was completely settled. The silent-film western was just a few years in the future.  
In summary, it is no accident that the western movie was born not long after the Wild West passed away. . . .

To further support the standard, use the Research and Technology assignments on pages 123 and 345. Enrich the instruction with the suggestions provided above.

## Writing Standards

## Common Core Standards

**2.d.** Use precise language and domain-specific vocabulary to manage the complexity of the topic.

Meeting the Common Core Standards with *Prentice Hall Literature: Correlations with Teacher's Notes*

**Writing Workshop**, pp. 1002–1013; **Research and Technology**, pp. 123; 345

To address the standard, have students complete the Writing Workshop assignment on the pages cited. Emphasize the directions to quote and paraphrase accurately (p. 1004), to use specific terminology (domain-specific vocabulary) when necessary (p. 1006), and to choose the appropriate subordinating conjunction (precise language) to clarify the relationship between ideas (p. 1009). Enrich the instruction by reviewing with students the following examples of precise language and domain-specific vocabulary:

- Precise language: To choose precise language, it is important to be aware of the connotations, or associations, of words with similar denotations, or dictionary meanings.

Words	Connotations	Examples
<i>home</i> versus <i>house</i>	<i>Home</i> suggests a warm and comfortable place where people live. <i>House</i> suggests the building where people live, but not the intimacy they share.	The social worker visited the child's <i>home</i> and spoke to her parents.  The zoning survey noted the <i>house</i> on the corner near the school.
<i>Joy</i> versus <i>enjoyment</i>	<i>Joy</i> suggests a strongly felt and highly visible happiness. <i>Enjoyment</i> suggests a more quiet sense of satisfaction.	She felt <i>joy</i> when her sister returned safely from the war.  When he heard the music, he smiled with <i>enjoyment</i> .

- When writing about a specific field, use domain-specific language rather than vague, general terms.

Scientific Term	Precise Definition	Example
hypothesis	an educated guess that is proposed for further testing	Correct: The scientist tested his <i>hypothesis</i> that the new form of nylon would generate more static electricity.  Incorrect: The scientist tested his <i>idea</i> that the new form of nylon would generate more static electricity.
theory	a well-tested model that explains a variety of phenomena and is used to make predictions	Correct: In astronomy, the Big Bang <i>theory</i> explains how the universe began.  Incorrect: In astronomy, the Big Bang <i>concept</i> explains how the universe began.

To further support the standard, use the Research and Technology assignments on pages 123 and 345. Enrich the instruction with the suggestions provided above. For example, if students create a brochure about chess (p. 345), make sure they use—and properly explain—the technical terms relating to that game.

## Writing Standards

### Common Core Standards

### Meeting the Common Core Standards with *Prentice Hall Literature: Correlations with Teacher's Notes*

**2.e.** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

**Writing Workshop**, pp. 1002–1013; **Research and Technology**, pp. 123; 345; 935; **Communications Workshop**, p. 1018

To address the standard, have students complete the Writing Workshop assignment on the pages cited. Emphasize the strategies relating to documenting sources and formatting (norms and conventions) on pages 1005, 1008, and 1113. Enrich the instruction by stressing the need to establish and maintain a formal style and objective tone. Point out to students that a formal style will give their work greater authority and credibility than a casual or informal style. To illustrate the difference, review the following example with them.

**Formal style:** Good communicators maintain steady eye contact, nod in agreement, and smile.

**Informal style:** Great talkers and listeners look you straight in the eye, bob their head yes, and grin a lot.

Then, explain to students that maintaining an objective tone means considering ideas fairly and without emotion. Such a tone will invite readers to think about proposed ideas rather than react emotionally.

**Objective tone:** Actors in commercials are trained to use body language to appeal to viewers' emotions.

**Subjective tone:** Actors in commercials are trained to use body language to make viewers feel good about the lies they are hearing.

To further support the standard, use the Research and Technology assignments on pages 123, 345, and 935 (multimedia presentation) and the Communications Workshop on page 1018. Enrich the instruction with the suggestions provided above.

**2.f.** Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**Writing Workshop**, pp. 1002–1013; **Research and Technology**, p. 345

To address the standard, have students complete the Writing Workshop assignment on the pages cited. Emphasize the direction in the assignment that calls for a conclusion (p. 1002) and point out the concluding statement in the Student Model (p. 1012). Note how this statement follows from and supports the information about body language presented in the model essay, articulating for readers the significance of body language in communication.

To further support the standard, use the Research and Technology assignment on page 345. Explain to students that their informative brochure should have a concluding statement that follows from and supports the information they have presented

**3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

To satisfy the standard, have students complete the Writing Workshop, Narration: Autobiographical Writing, on pages 94–99, or the Writing Workshop, Narration: Short Story, on pages 306–311, enriching the instruction as indicated in the teaching notes for each subparagraph of the standard, below. Use the additional opportunities cited in the teaching notes to provide further support and reinforcement.



Common Core Standards	<b>Writing Standards</b> <b>Meeting the Common Core Standards with <i>Prentice Hall Literature: Correlations with Teacher's Notes</i></b>
<b>3.a.</b> Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	<p><b>Writing Workshop</b>, pp. 94–99; <b>Writing Workshop</b>, pp. 306–311; <b>Writing Lessons</b>, pp. 255; 281; 1085</p> <p>To cover the standard, have students complete the Writing Workshop, Narration: Short Story, on pages 306–311, emphasizing the strategies for introducing characters (p. 306), identifying the problem or conflict (pp. 306, 307), and developing the narrator's point of view (p. 308). Have them use the instruction on developing the plot (p. 307) to decide how the conflict will play out (create a smooth progression of events).</p> <p>As an alternative, cover the standard by having students complete the Writing Workshop, Narration: Autobiographical Narrative, on pages 94–99, emphasizing the strategies for structuring a sequence of events (setting out a situation and creating a smooth progression of events) and stating the main problem (pp. 94, 96). Enrich the instruction by pointing out to students that an autobiographical narrative is usually told from the first-person point of view.</p> <p>To further support students as they plan a short story, use the Prewriting for Narration: Short Story on pages 255 and 281. These lessons will provide additional strategies for introducing characters. Also use the Writing Lesson on page 1085, emphasizing the strategies for outlining the plot (setting out a situation) and establishing multiple points of view.</p>
<b>3.b.</b> Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	<p><b>Writing Workshop</b>, pp. 94–99; <b>Writing Workshop</b>, pp. 306–311; <b>Writing Lessons</b>, pp. 255; 1085</p> <p>To cover the standard, have students complete the Writing Workshop assignments on the pages cited. If you assign the Writing Workshop on Autobiographical Narrative (pp. 94–99), cover the standard by emphasizing the strategies for using description (pp. 95, 98), conveying what you learned (reflection), pacing (pp. 96, 98), and dialogue (p. 98). If you assign the Writing Workshop on Short Story (pp. 306–311), cover the standard by emphasizing the strategies for presenting an insight (reflection) directly or indirectly (p. 307) and for using momentum (pacing), description, and dialogue (pp. 308, 310).</p> <p>To further support the standard, assign the Writing Lessons on pages 255 (alternative ending) and 1085 (everyday epic). Emphasize the strategies for using dialogue to develop character (pp. 255, 1085) and for using figurative language to enhance description (p. 1085).</p>

Writing Standards	
Common Core Standards	Meeting the Common Core Standards with <i>Prentice Hall Literature: Correlations with Teacher's Notes</i>
<p><b>3.c.</b> Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p>	<p><b>Writing Workshop</b>, pp. 94–99; <b>Writing Workshop</b>, pp. 306–311; <b>Writing Lessons</b>, pp. 255; 1085</p> <p>To cover the standard, have students complete the Writing Workshop assignments on the pages cited. If you assign the Writing Workshop on Autobiographical Narrative (pp. 94–99), cover the standard by emphasizing the strategy for using a timeline to structure the sequence of events (p. 94). Also emphasize the strategies for pacing the action and ensuring that every detail has a purpose (creating a coherent whole), described on page 96 and modeled on page 98. If you assign the Writing Workshop on Short Story (pp. 306–311), cover the standard by stressing the strategies for “Developing the Plot” presented on page 307. These will help students sequence events to create a coherent whole by addressing the major building blocks of a story’s plot and by identifying the conflict and how it plays out.</p> <p>To further support the standard, assign the Writing Lessons on pages 255 (alternative ending) and 1085 (everyday epic). The first assignment asks students to create an alternative ending to a story “that flows logically from earlier events” (creates a coherent whole). The second assignment asks students to write an account of “an ordinary daily event” that “makes it seem larger than life.” By imitating epic conventions, students are in effect learning how to create a coherent whole using everyday occurrences.</p>
<p><b>3.d.</b> Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p>	<p><b>Writing Workshop</b>, pp. 94–99; <b>Writing Workshop</b>, pp. 306–311; <b>Writing Lessons</b>, pp. 255; 1085</p> <p>To cover the standard, have students complete the Writing Workshop assignments on the pages cited. If you assign the Writing Workshop on Autobiographical Narrative (pp. 94–99), cover the standard by stressing the page-long instruction on “Painting a Picture with Words” (p. 95), which includes strategies for creating clear images (sensory language) and using precise words. If you assign the Writing Workshop on Short Story (pp. 306–311), cover the standard by stressing the strategies to provide details (telling details), especially the sensory details (sensory language) discussed in the section entitled, “Show, don’t Tell” (p. 308).</p> <p>To further support the standard, assign the Writing Lessons on pages 255 (alternative ending) and 1085 (everyday epic). As students create alternative endings for a story they have read (p. 255), emphasize the strategy to include “details to show how the characters feel and think” (telling details). As students shape ordinary events using epic conventions (p. 1085), emphasize the strategy for using figurative language (telling details and sensory language) in descriptions.</p>

Writing Standards	
Common Core Standards	Meeting the Common Core Standards with <i>Prentice Hall Literature: Correlations with Teacher's Notes</i>
<p><b>3.e.</b> Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p><b>Writing Workshop</b>, pp. 94–99; <b>Writing Workshop</b>, pp. 306–311; <b>Writing Lessons</b>, pp. 255; 1085</p> <p>To cover the standard, have students complete the Writing Workshop assignments on the pages cited. If you assign the Writing Workshop on Autobiographical Narrative (pp. 94–99), cover the standard by stressing the strategy for explaining the main point to readers (p. 96) and the modeling (p. 98) of how to place that explanation (reflection on what was experienced) in the conclusion. If you assign the Writing Workshop on Short Story (pp. 306–311), cover the standard by stressing the strategies to include a “Resolution” that is a “general insight about or change in the characters” and to “Decide what will happen in the end” and include a “moral or lesson” (reflection on what is experienced).</p> <p>To further support the standard, assign the Writing Lessons on pages 255 (alternative ending) and 1085 (everyday epic). As students create alternative endings for a story they have read (p. 255), they will directly address the issues expressed in the standard. Emphasize the strategies to create an ending that “flows logically” (follows from) previous events, resolves the conflict, and is consistent with (follows from) the characterizations in the story. As students shape ordinary events using epic conventions (p. 1085), enrich the instruction by stressing the need for a conclusion that follows from what their characters have experienced.</p>
<p><b>Production and Distribution of Writing</b></p> <p><b>4.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p><b>Writing Workshops</b>, pp. 94–99; 172–179; 306–311; 402–407; 512–517; 582–589; 686–691; 756–763; 960–965; 1002–1013; 1138–1143; 1234–1241</p> <p>To cover the standard, have students complete the Writing Workshop assignments on the pages cited, emphasizing the strategies for</p> <ul style="list-style-type: none"> <li>• development (96, 174, 308, 404, 512, 584, 688, 758, 962, 1005–1006, 1139, 1236)</li> <li>• organization (94, 173, 307, 404, 514, 584, 688, 758, 961, 1005, 1140, 1236)</li> <li>• style (95, 176, 308, 406, 513, 515, 586–587, 687, 689, 760–761, 962–963, 1006, 1009, 1140, 1238–1239)</li> </ul> <p>and the relationship of these elements to task, purpose, and audience.</p>

## Writing Standards

### Common Core Standards

### Meeting the Common Core Standards with *Prentice Hall Literature: Correlations with Teacher's Notes*

**5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)**

**Writing Workshops**, pp. 94–99; 172–179; 306–311; 402–407; 512–517; 582–589; 686–691; 756–763; 960–965; 1002–1013; 1138–1143; 1234–1241

To cover the standard, have students complete the Writing Workshop assignments on the pages cited, teaching strategies for

- planning (94, 173, 306, 403, 512, 583, 686, 757, 960, 1003, 1138, 1235)
- revising (96, 176–177, 308–309, 406–407, 514–515, 586–587, 688–689, 760, 962–963, 1006, 1009, 1140–1141, 1238–1239)
- editing (99, 179, 311, 409, 517, 589, 691, 763, 965, 1013, 1143, 1241)

and the relationship of these strategies to purpose and audience.

As you review students' writing, use your judgment to identify work that needs to be rewritten using a new approach. For example, a student may select a topic that is too broad for a cause-and-effect essay. Suggest that the student break the topic down into smaller categories in order to narrow it. He or she might want to rethink an essay on the causes of storms by focusing on the causes of hurricanes, or even certain types of hurricanes.

If you find that the problems with an essay are structural, suggest that the student try a new approach, using strategies presented in the instruction. For example, if a student's descriptive essay is disorganized, refer him or her to the strategies for organizing a description on page 688. Have the student select one of these organizational plans and follow it consistently, keeping in mind the purpose and audience for the essay.

**6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.**

**Writing Workshops**, pp. 582–589; 1002–1013, 1138–1143; **Research and Technology**, pp. 123, 935

To cover the standard, have students complete the Writing Workshop and Research and Technology assignments on the pages cited, emphasizing the use of technology, including the Internet, to produce and publish writing. Such instruction appears on pages 123, 589, 1013, and 1143. Students will present their information in a digital format in completing the Research and Technology multimedia presentation assignments (pp. 123, 935). As they complete the assignment on page 935, ensure that they use Internet resources in their research and that they cite their sources in digital format, following a standard style.

To fully support the standard, enrich the post your editorial activity on page 589 by having students post responses to one another's editorials.

- If possible, enlist tech-savvy student volunteers or school support staff to create a blog format for student postings on the school Web site.
- Review blog format and etiquette with students, using pages **R42–R43** in the student edition.
- Have students post their editorials to the Web site.
- Have them review postings at regular intervals, writing at least one constructive comment on another student's editorial and at least one response to a comment on their own work.

In addition, enrich the Publishing and Presenting: Create a Podcast activity on page 1143 by reviewing the definition of podcast and pointers for Creating an Effective Podcast on page **R47** of the student edition.

Common Core Standards	Writing Standards Meeting the Common Core Standards with <i>Prentice Hall Literature: Correlations with Teacher's Notes</i>
<p><b>Research to Build and Present Knowledge</b></p> <p><b>7.</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p><b>Writing Workshop</b>, pp. 1002–1013; <b>Research and Technology</b>, pp. 123, 345, 489, 537, 935, 977, 1191</p> <p>To cover the standard, have students complete the sustained research project called for in the Writing Workshop, Research Writing: Research Report on pages 1002–1013. Emphasize the strategies for brainstorming for categories (narrow the inquiry), identifying an open-ended research question (self-generated question), and using a variety of primary and secondary sources (multiple sources) on page 1003. Also emphasize the strategies for questioning sources representing a variety of viewpoints (p. 1004) and evaluating sources (p. 1006). Enrich the instruction by pointing out to students that these strategies are part of the process of synthesizing sources, meaning arriving at an independent viewpoint by comparing and evaluating different, and sometimes conflicting, perspectives on a subject.</p> <p>Additional research activities, which can be assigned as short or more sustained research projects, appear on pages 123, 345, 489, 537, 935, 977, and 1191. As students complete these, emphasize strategies for developing and answering questions (pp. 345, 489, 1191) and for using multiple sources (pp. 345, 489, 935, 977, 1191). Enrich the instruction by stressing the importance of synthesizing different sources, as described above. Also, point out the need to narrow or broaden the inquiry, as appropriate. To illustrate this process, use the following examples:</p> <p><b>Narrowing an Inquiry:</b></p> <ul style="list-style-type: none"> <li>• The initial question—“Why did people immigrate to the U.S. in the 1800s?”—is too broad.</li> <li>• Narrow the question by focusing on a more limited time period—“Why did people immigrate to the U.S. in the 1880s and 1890s?”</li> <li>• Narrow the question further by focusing on a more limited geographical range—“Why did people immigrate to the U.S. from Eastern Europe in the 1880s and 1890s?”</li> </ul> <p><b>Broadening an Inquiry:</b></p> <ul style="list-style-type: none"> <li>• The initial question—“What prompted Arthur C. Clarke to write his early science-fiction story “Loophole”?—is too narrow because not enough information is available to answer it.</li> <li>• Research reveals that information is available on why Clarke wrote his famous novel <i>A Space Odyssey</i>.</li> <li>• Broaden the question by focusing it on the longer and better-known work—“What inspired Arthur C. Clarke to write <i>A Space Odyssey</i>?”</li> </ul> <p>Remind students that they should monitor their research plan and questions at all stages of the research process. If they are gathering too much information, they can narrow their inquiry. If they are not finding enough information, they can broaden their inquiry.</p>

## Writing Standards

### Common Core Standards

### Meeting the Common Core Standards with *Prentice Hall Literature: Correlations with Teacher's Notes*

**8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

**Writing Workshop**, pp. 1002–1013; **Research and Technology**, pp. 123, 345, 489, 537, 935, 977, 1191; **Citing Sources and Preparing Manuscript**, pp. R36–R37

To cover the standard, have students complete the sustained research project called for in the Writing Workshop, Research Writing: Research Report on pages 1002–1013. Emphasize the strategies for using a variety of primary and secondary sources (gathering relevant information from multiple authoritative print and digital sources) and for assessing the appropriateness (usefulness) of sources on page 1003. Also emphasize the strategies for following a standard citation format (pp. 1004, 1006, 1008). For further guidance on and examples of a standard citation format, refer students to the guidelines for Citing Sources and Preparing Manuscript on pages R36–R37. Enrich the instruction by reviewing with students advanced search strategies like the following:

- If you want to keep certain words together as a phrase, enclose them in quotation marks.
- If you use OR between two categories, results will include everything in each category. Example: Eagles OR hawks = sources on eagles and sources on hawks.
- If you use AND between two categories, results will include everything pertaining to the intersection of those categories. Example: Eagles AND hawks = sources with information relating to *both* these types of bird.
- To help ensure that sites are more likely to be reliable and authoritative, restrict the search to sites with the following types of suffix: “.edu” and “.gov.”

Additional research activities, which can be assigned as short or more sustained research projects, appear on pages 123, 345, 489, 537, 935, 977, and 1191. As students complete these, emphasize strategies for gathering information from multiple sources (pp. 345, 489, 935, 977, 1191), for evaluating (assessing the usefulness of) sources (pp. 489, 935, 977), and for following a standard citation format (pp. 537, 935). Enrich the instruction by reviewing the advanced search strategies discussed above.

**9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Writing Workshop**, pp. 756–763; **Writing Lesson**, p. 71; **Writing to Compare Literary Works**, p. 93; **Writing to Compare Setting**, p. 305; **Timed Writing**, pp. 497, 571; **Writing to Compare Biographical Writing**, p. 511

To cover the standard, teach concepts and skills for responding to literature using the Writing Workshop: Response to Literature instruction on pages 756–763, including the instruction on supporting the main ideas and thesis (reflection) and on analysis (pp. 756, 757, 758, 761, 762). Have students apply the skills as they complete the workshop.

To further support and reinforce the standard, have students complete the Writing assignments on pages 71, 93, and 305 to respond to literary sources. Have them complete the writing assignments on pages 497, 511, and 571 to respond to informational sources. As students write their responses, have them focus on providing evidence from the text that supports their analyses. They should also provide a reflection on what they learned from their reading.

Common Core Standards	<b>Writing Standards</b> <b>Meeting the Common Core Standards with <i>Prentice Hall Literature: Correlations with Teacher's Notes</i></b>
<p><b>9.a.</b> Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).</p>	<p><b>Writing to Compare Archetypal Themes</b>, p. 959; <b>Writing Workshop</b>, pp. 756–763</p> <p>To cover the standard, have students complete the writing assignments on the pages cited. For this writing assignment, students will apply a Grade 9 Common Core Reading Standard for Literature, as specified here:</p> <ul style="list-style-type: none"> <li>• Students will apply Reading Standard for Literature 9 as they complete the writing assignment, a comparison-and-contrast essay, on page 959. Ensure that they discuss the different ways in which Shakespeare draws upon and transforms an archetypal theme from Ovid in a tragedy (<i>Romeo and Juliet</i>) and a comedy (<i>A Midsummer Night's Dream</i>).</li> <li>• To further support the standard, students will apply Reading Standard for Literature 3 as they complete the Writing Workshop: Response to Literature, on pages 756–763. Ensure that students focus their response to literature on complex characters in a story or novel. Guide them to write about how such characters develop over the course of a text, interacting with other characters, advancing the plot, and helping to develop the theme.</li> </ul> <p>In addition, you may lead students to apply in their writing any of the CCS Reading Standards for Literature by having them summarize insights and conclusions based on the lesson you provided to meet the Literature standard. For example, to cover Literature Standard 7, review with students the questions relating to the standard that appear in the teaching note in this Guide. Then, have students write an essay, based on these questions, in which they compare the representation of human development in Shakespeare's “The Seven Ages of Man” (p. 735) and in the stained-glass window (p. 734) based on this poem.</p>



Writing Standards	
Common Core Standards	Meeting the Common Core Standards with <i>Prentice Hall Literature: Correlations with Teacher's Notes</i>
<p><b>9.b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</b></p>	<p><b>Writing Workshop</b>, pp. 756–763; <b>Writing Lesson</b>, p. 563</p> <p>To address the standard, have students complete the writing assignments on the pages cited. For these writing activities, students will apply a Grade 9 Reading Standard for Informational Text, as follows:</p> <ul style="list-style-type: none"> <li>• Students will apply Reading Standard for Informational Text 8 as they complete the Writing Workshop: Response to Literature on pages 756–763. Ensure that students respond to a work of literary nonfiction by delineating and evaluating the arguments and claims in the text, assessing whether the reasoning is valid and the evidence relevant and sufficient, and identifying any false statements and fallacious reasoning. Emphasize the instruction that calls for analysis and the use of supporting evidence (pp. 757, 758, 761).</li> <li>• Students will apply Informational Text Standard 9 as they complete the Writing Assignment, writing a proposal to invite a great speaker, on page 563. Enrich the assignment by having students propose to invite two speakers to their school, Martin Luther King, Jr., and Franklin D. Roosevelt. They can base their proposal on a comparative analysis of King’s “I Have a Dream” speech (p. 542) and Roosevelt’s First Inaugural Address (p. 552). The analysis should include an explanation of how these two U.S. documents of historical and literary significance address related themes and concepts.</li> </ul> <p>In addition, you may lead students to apply any of the CCS Reading Standards for Informational Text in their writing by having them summarize their insights and conclusions based on the lesson you provided to meet the standard. For example, to cover Informational Text Standard 4, give the lesson suggested in the teaching note in this Guide for the standard. Then, have students write an essay, based on the lesson, in which they analyze the cumulative impact of several word choices on meaning and tone in the excerpt from <i>A White House Diary</i> (p. 104) and the essay “My English” (p. 114). As an alternative, students can analyze the cumulative impact of several word choices on meaning and tone in “Single Room, Earth View” (p. 468), a work of literary nonfiction, and “Space Shuttle Basics” (p. 493), a technical document.</p>



Writing Standards	
Common Core Standards	Meeting the Common Core Standards with <i>Prentice Hall Literature: Correlations with Teacher's Notes</i>
<b>Range of Writing</b>	
<p><b>10.</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>Students will write routinely over shorter time frames for a range of tasks, purposes, and audiences as they complete the Writing activity after each main selection pairing, the Timed Writing activity at the end of each Informational Texts feature, and the Writing to Compare activity at the end of each Comparing Literary Works feature. The examples from Unit 1 include these:</p> <ul style="list-style-type: none"> <li>• <b>Writing: Anecdote, p. 41</b></li> <li>• <b>Writing: Critique, p. 71</b></li> <li>• <b>Timed Writing: Essay, p. 79</b></li> <li>• <b>Writing to Compare Literary Works, p. 93</b></li> <li>• <b>Writing: Journal Entry, p. 123</b></li> <li>• <b>Writing: Character Profile, p. 151</b></li> <li>• <b>Timed Writing: Description, p. 159</b></li> <li>• <b>Writing to Compare Themes, p. 171</b></li> </ul> <p>Students will write routinely over extended time frames for a range of tasks, purposes, and audiences as they complete the two Writing Workshops in each unit, as follows:</p> <ul style="list-style-type: none"> <li>• <b>Narration: Autobiographical Narrative, pp. 94–99</b></li> <li>• <b>Exposition: Problem-and-Solution Essay, pp. 172–177</b></li> <li>• <b>Narration: Short Story, pp. 306–311</b></li> <li>• <b>Exposition: Cause-and-Effect Essay, pp. 402–409</b></li> <li>• <b>Workplace Writing: Business Letter, pp. 512–517</b></li> <li>• <b>Persuasion: Editorial, pp. 582–589</b></li> <li>• <b>Description: Descriptive Essay, pp. 686–691</b></li> <li>• <b>Response to Literature, pp. 756–763</b></li> <li>• <b>Exposition: How-to Essay, pp. 960–965</b></li> <li>• <b>Research Writing: Research Report, pp. 1002–1013</b></li> <li>• <b>Technical Document: How-to Manual, pp. 1138–1143</b></li> <li>• <b>Exposition: Comparison-and-Contrast Essay, pp. 1234–1241</b></li> </ul>

## College and Career Readiness Standards for Speaking and Listening



*The College and Career Readiness (CCR) anchor standards in the Speaking and Listening domain appear below. On the pages that follow, grade-specific standards define what students should understand and be able to do in grade 9 as they build toward the CCR Speaking and Listening standards. The CCR and grade-specific standards are therefore necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.*

### **Comprehension and Collaboration**

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

### **Presentation of Knowledge and Ideas**

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

## Speaking and Listening Standards

Common Core Standards	Meeting the Common Core Standards with <i>Prentice Hall Literature: Correlations with Teacher's Notes</i>
<b>Comprehension and Collaboration</b>	
<p><b>1.</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>	<p><b>Introducing the Big Question</b>, pp. 194–195; <b>Applying the Big Question</b>, p. 411; <b>Listening and Speaking</b>, pp. 281, 373; <b>Writing Workshop, Peer Review</b>, p. 406; <b>Communications Workshop</b>, p. 414</p> <p>To cover the standard, use the variety of collaborative discussion assignments—one-on-one, in groups, and teacher-led—that appear in each unit. The <b>Introducing the Big Question</b> and <b>Applying the Big Question</b> features, which appear at the beginning and the end of units, respectively, call for students to discuss the provocative, open-ended question that will help them compare and make meaning from the selections in the unit. <b>Listening and Speaking</b> assignments that appear after many of the paired selections provide further opportunities for collaborative discussion. The <b>Peer Review</b> feature included in the final <b>Writing Workshop</b> of the unit asks students to discuss their writing with a partner. Finally, the <b>Communications Workshop</b> at the end of the unit offers still another opportunity for discussion. The samples of these assignments shown above come from Unit 2.</p>
<p><b>1.a.</b> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>	<p><b>Introducing the Big Question</b>, pp. 2–3, 194–195; <b>Listening and Speaking</b>, pp. 71, 281; <b>Communications Workshop</b>, pp. 184, 414</p> <p>To cover the standard, use the assignments shown above, emphasizing the preparation that will ensure a good discussion and the need to draw on that preparation during the discussion. For example, if students engage in the debate about “The Gift of the Magi” or “The Interlopers” (p. 281), stress the importance of reviewing the story and the strategies to “prepare an argument,” “choose supporting evidence,” and “anticipate opposing arguments” before the debate. Also, point out to the audience who will “evaluate the presentation” that they should prepare for their role by carefully reviewing the story that is the source of an issue to be debated.</p> <p>Similarly, for the <b>Communications Workshop</b> assignment to compare evaluations of a television news program or talk show (p. 184), stress the importance of the direction to use the “Feedback Form” as a guide for their evaluations. Point out to students that by drawing on their own evaluations of the program or show, they will ensure that the discussion is a thoughtful and well-reasoned exchange.</p>

## Speaking and Listening Standards

### Common Core Standards

### Meeting the Common Core Standards with *Prentice Hall Literature: Correlations with Teacher's Notes*

**1.b.** Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

#### **Listening and Speaking**, pp. 667, 934

To address the standard, enrich the Listening and Speaking activity on page 667 (a group collaboration on an illustrated presentation of a poem). Supplement the process directions already embedded in the assignment with the following suggestions:

- Have students establish rules for decision-making, such as procedures for taking votes or reaching an informal consensus.
- Have them assign individual roles, such as group leader and note taker, as necessary.
- Then, have them make a checklist of the goals set out in the assignment on the student page.
- Have them add any interim steps that they may need to accomplish.
- Have them set reasonable deadlines for each step and goal on their list, starting from the deadline you assign for the project.
- Finally, have them monitor their progress by checking off each step as they accomplish it.

To further support the standard, use one of the Listening and Speaking assignments on page 934 (collaboration on a staged performance or a mock trial). Many of the steps for these assignments are already spelled out. However, you can enrich the assignments with the suggestions, mentioned above, for implementing a checklist, deadlines, and self-monitoring. Also, if students choose to prepare the staged performance, emphasize the importance of the discussions during rehearsal to assess the group's work and the discussion with the class at the end of the performance. If students choose to perform the mock trial, emphasize the discussion that takes place as jury members deliberate.

**1.c.** Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

#### **Applying the Big Question**, pp. 411, 591

To address the standard, use the "Talk About It" section of the Applying the Big Question feature at the end of each unit to assign discussions in which students relate selections they have read to broader themes or larger ideas. Enrich the assignment, as necessary, to emphasize the group discussion aspect. As an illustration, for the short speech about conflict and the ensuing comments (p. 411), expand the questions and comments into a full-blown discussion about conflict. Guide students to follow these strategies:

- Pose and respond to questions relating details from the speech and from selections to broader themes about conflict, e.g. the Big Question "Is conflict necessary?"
- Engage with others by respectfully clarifying, verifying, or challenging their ideas.

To further address the standard, enrich in a similar way the assignment for a short oral response to the Big Question, followed by questions and comments (p. 591). To guide the discussion, emphasize the strategies mentioned above.

## Speaking and Listening Standards

## Common Core Standards

Meeting the Common Core Standards with *Prentice Hall Literature: Correlations with Teacher's Notes*

**1.d.** Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

**Listening and Speaking**, pp. 463, 739; **Research and Technology**, p. 345

To cover the standard, have the students use the Listening and Speaking assignments on pages 463 and 739 (each a panel discussion). Before students undertake the first assignment, emphasize the instructions to take notes during the discussion, clarify and defend their position with precise and relevant evidence, and elaborate on the ideas of other panel members. Enrich the instruction by directing students to summarize points of agreement and disagreement and to make new connections based on the evidence presented.

Similarly, prepare students for the Listening and Speaking assignment on page 739 by emphasizing the instructions to use listening strategies to interpret others' comments and negotiate with other panel members in order to reach a consensus. Point out that such negotiation may lead to new connections based on a synthesis of different perspectives.

To further support and reinforce the standard, have students complete the Research and Technology assignment on page 345. Enrich the instruction by guiding students to respond thoughtfully to others' ideas and summarize points of agreement and disagreement as they gather information for their brochure, organize that information, and design the brochure.

**2.** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

**Listening and Speaking**, p. 255; **Research and Technology**, p. 935; **Communications Workshops**, pp. 184, 1018, 1246

To cover the standard have students complete the Listening and Speaking assignment (oral presentation) on page 255 and the Research and Technology assignment (multimedia presentation) on page 935. For the oral presentation, emphasize the instruction to use both print and nonprint media. Then, enrich the instruction by having students evaluate the credibility of the images they choose and by asking them to integrate these images effectively into their speech. For the multimedia presentation, enrich the instruction by having students evaluate the accuracy of their sources and by having them resolve any discrepancies between sources.

To further support and reinforce the standard, enrich the Communications Workshop assignment on page 1018 (multimedia presentation of a research report) by instructing students to integrate into their presentation multiple sources of information presented in diverse media and to evaluate the credibility and accuracy of each source.

You may also have students complete the Communications Workshop assignment on page 1246 (comparing media coverage). To prepare students, emphasize the strategies for evaluating the credibility of informational sources, determining the relevance of images, and assessing the extent to which a story includes multiple perspectives.

Finally, you may have students complete the Communications Workshop assignment on page 184 (analyzing broadcast media). Emphasize the instruction to evaluate the relevance, reliability, and consistency of information presented in such media sources as television, radio, and the Internet. As students prepare to use the "Media Presentation Feedback Form," emphasize the importance of evaluating the credibility and accuracy of graphics and the quantitative information they contain.

## Speaking and Listening Standards

### Common Core Standards

**3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.**

### Meeting the Common Core Standards with *Prentice Hall Literature: Correlations with Teacher's Notes*

**Communications Workshop**, p. 414; **Talk About It**, p. 181; **Research and Technology**, p. 537

To cover the standard, have students complete the Communications Workshop assignment on page 414 (evaluating a speech). Emphasize the instructions to evaluate the speaker's purpose, reasoning, use of evidence, and techniques.

You may also enrich the Talk About It assignment (oral presentation) on page 181 and the Research and Technology assignment (persuasive speech) on page 537 by having students take notes on their classmates' presentations. Direct students to focus on these points:

- Is the presenter's point of view clearly stated and convincing?
- Is the presenter's reasoning sound? Does he or she use fallacious reasoning?  
Following are some common logical fallacies.
  - ad hominem* attack — assaulting a person's character, not his or her arguments
  - red herring — introducing an irrelevant point as a distraction
  - overgeneralization — using scant evidence to reach a broad conclusion
- Does the presenter's evidence support the main ideas? Is any evidence exaggerated or distorted?
- Does the presenter skillfully use rhetorical devices like the following?
  - parallelism — using similar grammatical structures to express similar ideas
  - restatement — stressing key points by expressing the same idea in different words
  - repetition — using the same key words again and again
  - analogy — illuminating an unfamiliar idea by comparing it with something more familiar

## Speaking and Listening Standards

Common Core Standards	Meeting the Common Core Standards with <i>Prentice Hall Literature: Correlations with Teacher's Notes</i>
<b>Presentation of Knowledge and Ideas</b>  <b>4.</b> Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	<p><b>Communications Workshop</b>, p. 594; <b>Listening and Speaking</b>, p. 255</p> <p>To cover the standard, have students complete the Communications Workshop assignment (delivering a persuasive speech) on page 594. Emphasize the directions to present evidence in an organized, logical manner and to take into account the audience's knowledge, interests, questions, and counterarguments. Enrich the instruction by pointing out that, in addition to taking their audience into account, students should use their purpose or task as a guide. In other words, what do they want their audience to know or do as a result of the speech?</p> <p>To further reinforce and support the standard, have students prepare and deliver the oral presentation detailed in the Listening and Speaking assignment on page 255. Emphasize the instruction to choose questions that the speech should answer (establish a purpose) and to write an introduction and conclusion that will, respectively, engage the audience and summarize key points in a memorable way. Enrich the instruction by providing tips like the following for writing the body of the speech:</p> <ul style="list-style-type: none"> <li>• Organize the speech in a logical way to fulfill your purpose. Following are two possible approaches that can be used separately or in combination.             <ul style="list-style-type: none"> <li>Order of importance — Present the most important facts first and the least important ones last, or reverse that order.</li> <li>Problem/Solution — First, describe a problem. Then, explain how it can be solved.</li> </ul> </li> <li>• Anticipate what audience members will want to know or may be puzzled by. Then, include information and evidence that will satisfy their curiosity and answer their questions.</li> </ul>
<b>5.</b> Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	<p><b>Listening and Speaking</b>, p. 255; <b>Research and Technology</b>, p. 935; <b>Communications Workshop</b>, p. 1018</p> <p>To cover the standard, have students complete the activities and assignments on the pages cited, preparing and using digital media as suggested in each: an oral presentation (p. 255) in the Listening and Speaking activity and a multimedia presentation (pp. 935, 1018) in the Research and Technology and Communications Workshop activities. Have students apply the guidance on the student page to choose and use media in a manner that strengthens their presentations. Enrich the instruction by presenting the following points:</p> <ul style="list-style-type: none"> <li>• Choosing a few strong audio or visual elements that have a clear meaning and a clear relevance to the presentation is often better than using a large number of elements that are not clearly connected. For example, many slides showing different musical instruments may not be as effective in a presentation on music from an earlier historical period as a few dramatic pictures of instruments from that period.</li> <li>• Using media throughout the presentation, rather than clustering their use at one point, can create better pacing.</li> <li>• Visuals chosen or created for the presentation should be large enough and clear enough to be easily seen at a distance.</li> </ul> <p>Guide students in applying these tips as they prepare their presentations.</p>

## Speaking and Listening Standards

### Common Core Standards

**6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards for specific expectations.)**

### Meeting the Common Core Standards with *Prentice Hall Literature: Correlations with Teacher's Notes*

To cover the standard, have students complete a variety of speaking assignments covering a range of contexts and tasks, including those listed below, adapting their speech appropriately for each based on your instruction and the guidance provided in the student edition:

- **Listening and Speaking: Oral Presentation, p. 255**
- **Listening and Speaking: Dialogue, p. 373**
- **Talk About It: Short Speech, p. 411**
- **Listening and Speaking: Radio News Report, p. 563**
- **Communications Workshop: Persuasive Speech, p. 594**
- **Listening and Speaking: Impromptu Speech, p. 641**
- **Research and Technology: Multimedia Presentation, p. 935**
- **Communications Workshop: Multimedia Presentation of a Research Report, p. 1018**
- **Research and Technology: Oral Report, p. 1191**

As you make each assignment, have students identify

- the context, including the audience (e.g., a formal presentation in class, an impromptu speech)
- the communicative task (e.g., to persuade, to share information, to elicit information, to entertain, to solve a problem)
- ways to adapt their speech to the given context and task (e.g., use formal speech for a classroom presentation, informal speech for a group discussion, and casual but polite speech when working with a partner; speak expressively and use pauses, gestures, and facial expressions when seeking to entertain; vary volume dramatically when attempting to persuade)

Monitor students' command of formal English in presentations that require them to use it. As necessary, identify one or two specific departures from formal usage for each student, such as the use of slang terms; common usage problems, including frequent use of temporizing words and phrases such as *like*, *you know*, and *I mean*; or the use of incomplete sentences. Assign students the goal of eliminating such problems from their next formal presentation.



## College and Career Readiness Standards for Language



*The College and Career Readiness (CCR) anchor standards in the Language domain appear below. On the pages that follow, grade-specific standards define what students should understand and be able to do in grade 9 as they build toward the CCR Language standards. The CCR and grade-specific standards are therefore necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.*

### Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

### Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of word relationships and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Language Standards	
Common Core Standards	Meeting the Common Core Standards with <i>Prentice Hall Literature: Correlations with Teacher's Notes</i>
<b>Conventions of Standard English</b>	
<b>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>	
<b>1.a. Use parallel structure.</b>	<p><b>Literary Analysis</b>, pp. 539, 546, 549, 556, 561; <b>Writing</b>, p. 563; <b>Writer's Toolbox</b>, p. 587; <b>Grammar, Usage, and Mechanics Handbook</b>, p. R52</p> <p>To cover the standard, use the page on parallelism (p. 587) in the Writing Workshop: Editorial (pp. 582–589) to introduce the concept of parallel structure and its use in writing. Then, have students apply this instruction to the Writing Workshop assignment or to other writing assignments. For further background on the use of parallel structure in writing, have students read the entry on parallelism (p. R52) in the Grammar, Usage, and Mechanics Handbook. Review this instruction with them, guiding them to understand that the material on parallelism appropriately appears within the larger context of a discussion of Sentences, Phrases, and Clauses.</p> <p>To further support and reinforce the standard, guide students to understand the use of parallelism in two speeches of historical and literary importance, Martin Luther King, Jr.'s "I Have a Dream" (p. 542) and Franklin D. Roosevelt's First Inaugural Address (p. 552). Use the Literary Analysis instruction (p. 539) for these selections to teach parallelism as a rhetorical device used in persuasive speeches. Then, as students read the selections, call their attention to the side-column notes that focus on King's and Roosevelt's use of parallelism (pp. 546, 556). For further practice in analyzing parallelism, have them answer Literary Analysis question number 3 (pp. 549, 561). Finally, enrich the Writing assignment associated with these speeches (p. 563) by asking students to include parallel structures in their proposal, using the two speeches as mentor texts.</p>

Common Core Standards	Language Standards Meeting the Common Core Standards with <i>Prentice Hall Literature: Correlations with Teacher's Notes</i>
<p><b>1.b.</b> Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p>	<p>To cover the standard, assign the Grammar lessons and Writer's Toolbox features cited below. Grammar lessons follow paired selections and focus on a grammar or usage issue relevant to the selection or selections that students have just read. These lessons provide students with practice in identifying and analyzing a grammatical structure and using it in their own writing. The Writer's Toolbox feature appears in Writing Workshops and focuses on a grammar or usage issue relevant to the Workshop assignment. However, the instruction in the one-page feature is self-contained and therefore applicable to other writing assignments as well.</p> <p>Following are a list of the lessons that guide students in using phrases and clauses to convey meaning and add variety and interest to their writing:</p> <ul style="list-style-type: none"> <li>• <b>Grammar: Prepositions, page 640</b></li> <li>• <b>Grammar: Prepositional Phrases, page 666</b></li> <li>• <b>Writer's Toolbox: Revising to Vary Sentence Patterns, page 689</b></li> <li>• <b>Grammar: Appositive Phrases, page 716</b></li> <li>• <b>Grammar: Infinitives, page 738</b></li> <li>• <b>Grammar: Participles and Participial Phrases, Gerunds and Gerund Phrases, page 932</b></li> <li>• <b>Writer's Toolbox: Revising to Combine Sentences with Phrases, page 963</b></li> <li>• <b>Grammar: Main and Subordinate Clauses, page 976</b></li> <li>• <b>Writer's Toolbox: Revising to Combine Sentences Using Adverb Clauses, page 1009</b></li> <li>• <b>Writer's Toolbox: Varying Sentence Structure and Length, page 1239</b></li> </ul> <p>To further support and reinforce the standard, have students read or review <b>the section of the Grammar, Usage, and Mechanics Handbook entitled Sentences, Phrases, and Clauses (pp. R51–R52)</b>. Point out to students that the passages from literary selections that illustrate various types of phrases and clauses can guide them in their own use of these structures.</p>
<p><b>2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p><b>Writing Workshop</b>, pp. 99, 179, 311, 409, 517, 589, 691, 763, 965, 1013, 1143, 1241; <b>Grammar</b>, pp. 1190, 1206; <b>Grammar, Usage, and Mechanics Handbook</b>, pp. R52–R54</p> <p>To satisfy the standard, use the features cited above. Conventions of standard English, including capitalization (pp. 99, 517, 1013, R52), are addressed throughout the textbook—in the Editing and Proofreading sections of the Writing Workshops, specific Grammar Lessons that follow paired selections, and the Grammar, Usage, and Mechanics Handbook. For detailed coverage of the standard, see the items below.</p>

## Language Standards

### Common Core Standards

### Meeting the Common Core Standards with *Prentice Hall Literature: Correlations with Teacher's Notes*

**2.a.** Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

**Grammar**, p. 1206; **Grammar, Usage, and Mechanics Handbook**, p. R53

To cover the standard, introduce the use of semicolons with the instruction and example in *Grammar: Colons, Semicolons, and Ellipsis Points* (p. 1206). Then, have students explain the use of the semicolon in Practice A, number 1, and add semicolons where appropriate in the items of Practice B. Finally, remind them to include one sentence with a semicolon as they complete the Challenge activity.

Enrich the instruction by pointing out that conjunctive adverbs are often used with semicolons. Tell them that such words are adverbs that function as conjunctions in helping to join independent clauses. Usually, they are preceded by the semicolon and followed by a comma. Review with students the following common conjunctive adverbs:

- consequently — something happens as a result of something else  
Example: The hiker wandered into the bear's territory; consequently, the bear was very angry.
- nonetheless — something happens in spite of something else  
Example: Tricia and Darlene liked different types of music; nonetheless, they remained friends.
- moreover — something is in addition to something else  
Example: I offered to join the band; moreover, I said that band members could practice in my basement.
- meanwhile — something occurs at the same time as something else  
Example: I volunteered to help clean the school; meanwhile, I wondered how I was going to get my homework done.

To further support and reinforce the standard, have students review the entry on semicolons (p. R53) in the *Grammar, Usage, and Mechanics Handbook*.

**2.b.** Use a colon to introduce a list or quotation.

**Writer's Toolbox**, p. 761; **Grammar**, p. 1206; **Grammar, Usage, and Mechanics Handbook**, p. R53

To cover the standard, present the use of colons to introduce quotations with the instruction in the *Writer's Toolbox: Using Quotations* (p. 761). Point out to students that this instruction applies not only to the Writing Workshop assignment, Response to Literature, but to all compositions that include quotations. Then, present the use of colons to introduce lists with the instruction and example in *Grammar: Colons, Semicolons, and Ellipsis Points*, on page 1206. Have students explain the use of the colon in Practice A, number 3, and add colons where appropriate in the items of Practice B. Finally, remind them to include one sentence with a colon as they complete the Challenge activity.

To further support and reinforce the standard, have students review the entry on colons (p. R53) in the *Grammar, Usage, and Mechanics Handbook*.

**2.c.** Spell correctly.

**Writing Workshops**, pp. 179, 311, 517, 589, 691, 1013, 1143

To cover the standard, introduce the concepts of using reference sources to check spellings (p. 179), spelling words with suffixes (p. 311), focusing on the names of individuals and companies (p. 517), focusing on content area words (p. 589), adding suffixes to words with a final e (p. 691), spelling unusual consonant groupings (p. 1013), and confirming word formation rules (p. 1143). In each case, use the instruction on the pages cited, and reinforce and assess mastery of the skill by having students apply it as they draft, revise, and edit their own writing.

Language Standards	
Common Core Standards	Meeting the Common Core Standards with <i>Prentice Hall Literature: Correlations with Teacher's Notes</i>
<b>Knowledge of Language</b>	
<p><b>3.</b> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	
<p><b>3.a.</b> Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.</p>	<p><b>Writing Workshop</b>, pp. 1002–1013</p> <p>To address the standard, have students complete the Writing Workshop: Research Report, on pages 1002–1013. Emphasize the instruction on citing and documenting sources in accordance with MLA style (pp. 1008, 1012). Refer students to the MLA style guidelines in the <b>Citing Sources and Preparing Manuscript feature</b>, on <b>pages R36–R37</b>, for additional support.</p> <p>Enrich the instruction by introducing students to a style manual of your choice, such as <i>The Chicago Manual of Style</i> or the <i>MLA Style Manual</i>. Have students refer to the chosen manual as they edit their research reports and list revisions they make based on the manual. For additional guidance, provide a list of points on which different styles may diverge and have students refer to the manual on these points, including use of the series comma, use of a comma after brief introductory phrases, capitalization of prepositions in titles, and hyphenation of compound words.</p> <p>To reinforce the standard, have students apply the guidelines in the chosen manual as they complete the <b>Writing Workshop: Autobiographical Narrative</b>, on <b>pages 94–99</b>, or the <b>Writing Workshop: Editorial</b>, on <b>pages 582–589</b>.</p>
<b>Vocabulary Acquisition and Use</b>	
<p><b>4.</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p>	

## Language Standards

### Common Core Standards

### Meeting the Common Core Standards with *Prentice Hall Literature: Correlations with Teacher's Notes*

**4.a.** Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

**Vocabulary Workshop**, pp. 592–593

To address the standard, use the instruction and activities in the Vocabulary Workshop, on pages 592–593. This material will provide students with practice using context clues to determine the meaning of words with multiple meanings. Enrich the instruction by reminding students that an unfamiliar word's *context* refers to the paragraph, sentence, or words surrounding it. Then, review the following strategies for using context clues to determine the meaning of unfamiliar words:

- **Restatement:** The meaning of the word may be restated in other ways. Note that a restatement may be set off by commas or dashes, introduced by the word *or*, or enclosed in parentheses or brackets.  
**Example:** The demographics of the population—its characteristics as defined by such factors as age, income, and gender—have not changed.
- **Opposite or contrast:** An antonym or opposite meaning may appear after the unfamiliar word, providing a clue to the word's meaning.  
**Example:** These events led to a spike, rather than a plunge, in sales.
- **Illustration:** The context may provide an illustration of the unfamiliar word or term that helps reveal its meaning.  
**Example:** The criminal's modus operandi was the same: As at earlier crime scenes, there was no forced entry, but the living room was left in disorder.

Further enrich the instruction by explaining that students can use syntactic clues—a word's position or function in the sentence—to determine the meaning of unfamiliar words. Have students practice this strategy by guessing the meaning of each underlined nonsense word in the following passages from **Lewis Carroll's poem "Jabberwocky," pages 663–664**. Then, have them analyze how they arrived at their guess, explaining how syntactic clues helped them. For example, ask them to explain how such clues revealed or suggested the part of speech that the word represented and its function in the sentence.

1. Beware the Jubjub bird, and shun the frumious Bandersnatch!
2. The Jabberwock, with eyes of flame, came whiffling through the tulgey wood.
3. He left it dead, and with its head he went galumphing back.

## Language Standards

## Common Core Standards

**4.b.** Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).

Meeting the Common Core Standards with *Prentice Hall Literature: Correlations with Teacher's Notes*

**Word Study**, pp. 57, 69, 121, 149

To address this standard, enrich the Word Study instruction that appears with paired selections and focuses on roots and affixes. For example, the Word Study on page 149 focuses on the Latin suffix *-ive*, meaning “of, belonging to, or having the quality of” and highlights its use in the words *derisive, collective, and festive*.

Use the following steps to extend the lesson to patterns of word changes that indicate different meanings or parts of speech:

- Point out to students that the suffix *-ive* is associated with words serving as adjectives. Have them note the part of speech for *derisive, collective, and festive* as they look up these words in a dictionary.
- Explain to students that adjectives can often be changed to adverbs by adding the suffix *-ly*. Remind them that an adverb expresses how, where, why, or when an action is performed. Then, have them add *-ly* to the three words, guess how the meanings will change, and confirm their guesses by consulting a dictionary: *derisively, collectively, and festively*.
- Next, help students understand how to derive the verb forms from the adjectives by eliminating or changing the adjectival endings and, in two cases, modifying the word itself: *deride, collect, and feast*.
- Finally, point out that the Latin suffix *-sion* or *-tion*, meaning “state of being,” can change some adjective forms into nouns: *derision* and *collection*. Explain that the word *feast*, however, can serve as both a verb and a noun.

Encourage students to create their own charts of noun, verb, and adjective suffixes by adding to these:

## Noun Suffixes

Suffix	Meaning	Examples
<i>-ity, -ty</i>	state or quality of	ability, enmity, veracity
<i>-ness</i>	state or quality of	happiness, sadness, silliness
<i>-sion, -tion</i>	state of being	collection, submission, transition

## Verb Suffixes

Suffix	Meaning	Examples
<i>-ate</i>	become	eradicate, hesitate, nominate
<i>-ify, -fy</i>	make or become	pacify, qualify, terrify
<i>-ize</i>	cause to be or become, make resemble	centralize, crystallize, democratize

## Adjective Suffixes

Suffix	Meaning	Examples
<i>-able, -ible</i>	capable of being	edible, presentable, translatable
<i>-ful</i>	characterized by or having the quality of	fanciful, joyful, masterful
<i>-ive</i>	of, belonging to, having the quality of	captive, creative, derisive

Then, have students use their charts to identify patterns of word changes based on Word Study lessons (pp. 57, 69, 121). To encourage students' use of such patterns, have them write a meaningful sentence for each form of a word they create.

## Language Standards

### Common Core Standards

### Meeting the Common Core Standards with *Prentice Hall Literature: Correlations with Teacher's Notes*

**4.c.** Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

**Vocabulary Workshop**, pp. 182–183; **Word Study**, pp. 57, 111, 121, 135

To cover the standard, use the instruction and activities in the Vocabulary Workshop: Using a Dictionary and Thesaurus, on pages 182–183. Emphasize the instruction that calls on students to use these reference tools to determine a word's pronunciation, precise meaning, and part of speech, and to trace its etymology. Also, emphasize the tip that many types of dictionaries can now be found online and on CD-ROMs and DVDs. Enrich the instruction by explaining that a glossary is an alphabetical list of terms, with definitions, in a particular area of knowledge. Often, a glossary appears at the end of a book and defines terms related to the field covered in the book. For example, a book about treating cancer may have a glossary of medical terms at the back.

To reinforce the standard, call students' attention to the directive in Word Study activities to use a dictionary if necessary. Encourage them to use a dictionary and other vocabulary reference tools to confirm their guesses about words, to look up unfamiliar words, and to explore different facets of language. Advise them that the regular use of a dictionary, thesaurus, or glossary can help them enlarge their vocabulary and increase their reading comprehension.

**4.d.** Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**Word Study**, pp. 279, 329, 359

To cover the standard, use the Word Study Challenge activities on pages 279, 329, and 359. As these activities instruct, have students use a dictionary to verify their preliminary determination of a word's meaning based on a knowledge of the word's prefix, root, or suffix. Enrich the instruction by encouraging students to use their knowledge of word parts to make educated guesses about the meaning of unfamiliar words as they read and to verify these guesses by checking them in a dictionary. Explain to students that they can also verify their guesses by looking for context clues. A discussion of such clues appears with item 4.a., above.

To reinforce the standard, have students complete the Word Study Challenge activities that appear throughout the textbook on the After You Read page for paired selections. Also, use the following Talk Aloud to demonstrate the process for students:

As I come to the conclusion of the story **"The Interlopers" on page 278**, I read about two men trapped by a fallen tree in a forest at night. One of them suddenly realizes that the noise they hear is not an approaching rescue party but the sound of wolves. He laughs "the idiotic chattering laugh of a man unstrung with hideous fear." I'm not completely sure what the word *unstrung* means. However, I know that the prefix *un-* means "not." So the man was "not strung." I can tell from the context that "hideous fear" is the strong emotion that was making him "not strung" and causing him to laugh like an idiot. My guess is that being *unstrung* means "going crazy in some way." Verifying my guess in a dictionary, I see two possible meanings of *unstrung*: "to loosen or remove the strings" and "to make nervous, weak, or upset." The second meaning seems appropriate in this context and confirms that my guess was on the right track.

**5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.



Common Core Standards	Language Standards Meeting the Common Core Standards with <i>Prentice Hall Literature: Correlations with Teacher's Notes</i>
<p><b>5.a.</b> Interpret figures of speech (euphemism, oxymoron) in context and analyze their role in the text.</p>	<p><b>Literary Analysis</b>, pp. 617, 625, 627, 633, 637, 639; <b>Reading Skill</b>, pp. 693, 699, 702, 707, 709, 712, 715; <b>Literary Terms</b>, p. R21</p> <p>To cover the standard, introduce the concept of figurative language with the Literary Analysis instruction on page 617. As students read the selections following the instruction, use the side-column notes (pp. 625, 627, 633, 637) to prompt them to interpret figures of speech. Enrich the instruction by asking students to explain how these figures of speech connect to the mood, tone, theme, or overall effect of the works in which they appear. Reinforce the skills and assess mastery with the After You Read Literary Analysis questions on page 639. Give special emphasis to question number 1.b, which asks how “each figure of speech contributes to the overall meaning or effect of the poem in which it appears.”</p> <p>To further support and reinforce the standard, discuss the instruction for the Reading Skill “paraphrase” on page 693. Emphasize the instruction that this skill “is especially useful in comprehending poems that contain figurative language.” As students read the selections following the instruction, have them use the side-column notes (pp. 699, 702, 707, 709, 712) to paraphrase and therefore interpret the figures of speech that appear in the texts. Enrich the instruction as indicated above, and have students answer the Reading Skill question (p. 715) on the After You Read page.</p> <p>Finally, introduce the definition of <i>oxymoron</i> on page R21 of the Literary Terms Handbook. Discuss the cited example of this figure of speech from <i>Romeo and Juliet</i>. Then, have them interpret this oxymoron by exploring the sense that underlies the apparent contradiction of “sweet sorrow.”</p>
<p><b>5.b.</b> Analyze nuances in the meaning of words with similar denotations.</p>	<p><b>Vocabulary Workshop</b>, pp. 766–767</p> <p>To cover the standard, have students complete the Vocabulary Workshop assignment cited. Reinforce the skills and assess mastery with the Practice exercises, the Activity, and the Challenge.</p>
<p><b>6.</b> Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>To address the standard, assign main selections throughout the book and introduce the English language arts domain-specific vocabulary (such as <i>plot</i>, <i>conflict</i>, <i>point of view</i>, <i>voice</i>) taught in the accompanying Literary Analysis or Comparing Literary Works instruction. As students analyze the selections using these skills and concepts, they will apply the domain-specific words and phrases in discussion and in written responses to questions. Here are examples from Unit 1:</p> <ul style="list-style-type: none"> <li>• <b>Literary Analysis: Plot</b>, p. 43</li> <li>• <b>Comparing Points of View</b>, p. 80</li> <li>• <b>Literary Analysis: Voice</b>, p. 101</li> </ul> <p>To further support the standard, introduce the Big Question vocabulary, which includes general academic vocabulary, taught in the Introducing the Big Question feature for each unit. Then, as you teach selections in the unit, assign the Writing About the Big Question activities that appear on Making Connections pages preceding selections. By completing these activities, students will practice use of the Big Question words, including general academic vocabulary. Here are examples from Unit 1:</p> <ul style="list-style-type: none"> <li>• <b>Big Question Vocabulary</b>, p. 3</li> <li>• <b>Writing About the Big Question</b>, pp. 24, 34, 44, 58, 102, 112, 126, 136</li> </ul>

## Standards Carried Through the Grades

*The following skills require continued attention in higher grades (after their introduction in the grade listed below) as they are applied to increasingly sophisticated writing and speaking.*

Conventions—Progressive Standards	Meeting the Common Core Standards with <i>Prentice Hall Literature: Correlations with Teacher's Notes</i>
<b>Grade 3</b>	
1.f. Ensure subject-verb and pronoun-antecedent agreement.	177, 407, R52
3.a. Choose words and phrases for effect.	175, 586, 687, 766, 767, 1006
<b>Grade 4</b>	
1.f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	1084, 1116, 1141, 1241, R51
1.g. Correctly use frequently confused words (e.g., <i>to/too/two; there/their</i> ).	<p>Teach students how to correctly use frequently confused words by providing these examples:</p> <ul style="list-style-type: none"> <li> <b>• affect/effect</b>  <i>Affect</i> is most often used as a verb meaning “to influence or produce a change in something or someone.”  <i>Effect</i> is most often used as a noun meaning “a result, or something brought about by a cause.”  Examples:  What a teacher says <u>affects</u> the minds of her students.  His teacher’s <u>effect</u> on him was enormous. </li> <li> <b>• bad/badly</b>  Use <i>bad</i> after a linking verb such as <i>feel</i>, <i>look</i>, or <i>seem</i>. Use <i>badly</i> when an adverb is required. Examples:  He rarely feels <u>bad</u> about his mistakes.  He often behaves <u>badly</u> in class. </li> <li> <b>• fewer/less</b>  Use <i>fewer</i> for items that can be counted. Use <i>less</i> for things that cannot be counted. Examples:  <u>Fewer</u> baseball players are coming to practice sessions.  Team members seem to have <u>less</u> enthusiasm for the game. </li> <li> <b>• there/their</b>  <i>There</i> designates a place, while <i>their</i> indicates possession. Example:  You will find <u>their</u> baseball gloves over <u>there</u>. </li> <li> <b>• to/too/two</b>  <i>To</i> is a preposition that can mean “toward, as far as, on, or until.”  <i>Too</i> is an adverb meaning “also, more than enough, or extremely.”  <i>Two</i> refers to “the number between one and three.” Examples:  She went <u>to</u> her room after dinner.  He thought it was <u>too</u> cold for that time of year.  Her teacher had given her <u>two</u> homework assignments. </li> </ul> <p>Encourage students to keep a list of words that they commonly confuse. Have them define these words and use them in meaningful sentences.</p>

### Standards Carried Through the Grades

*The following skills require continued attention in higher grades (after their introduction in the grade listed below) as they are applied to increasingly sophisticated writing and speaking.*

Conventions—Progressive Standards	Meeting the Common Core Standards with <i>Prentice Hall Literature: Correlations with Teacher's Notes</i>
<b>3.a.</b> Choose words and phrases to convey ideas precisely.	175, 586, 687, 766, 767, 962, 1006, 1139
<b>3.b.</b> Choose punctuation for effect.	1190, 1206, R53, R54
<b>Grade 5</b>	
<b>1.d.</b> Recognize and correct inappropriate shifts in verb tense.	309 Teach students about avoiding shifts in tense by using the instruction and activity on <b>page 309</b> . Have students revise their written work for illogical shifts in tense.
<b>2.a.</b> Use punctuation to separate items in a series.	1190, 1206, R53
<b>Grade 6</b>	
<b>1.c.</b> Recognize and correct inappropriate shifts in pronoun number and person.	177, R52
<b>1.d.</b> Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	150, R52 Teach students about pronoun reference using the instruction on <b>page 150</b> and the discussion on <b>page R52</b> . Explain that it is an error to use a pronoun with an ambiguous or unclear antecedent. Give these examples: <ul style="list-style-type: none"> <li>• <i>The teacher called out to the student after she left the room.</i> (ambiguous; who left the room, the teacher or the student?)</li> <li>• <i>Teeming with beggars and unemployed workers, nineteenth-century London was a fascinating and grim city. This was what Charles Dickens tried to capture in his novels.</i> (unclear; to what does <i>This</i> refer?)</li> </ul> Instruct students to review their written work for ambiguous and unclear antecedents and correct these errors.
<b>1.e.</b> Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.	513

## Standards Carried Through the Grades

*The following skills require continued attention in higher grades (after their introduction in the grade listed below) as they are applied to increasingly sophisticated writing and speaking.*

Conventions—Progressive Standards	Meeting the Common Core Standards with <i>Prentice Hall Literature: Correlations with Teacher's Notes</i>
2.a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.	<p>1190, R53, R54</p> <p>Enrich the instruction on <b>pages 1190, R53, R54</b> by telling students that a “nonrestrictive” element is what the lessons on the pages cited refer to as “nonessential.” Then, make the following distinction between restrictive and nonrestrictive elements:</p> <ul style="list-style-type: none"> <li>• A restrictive phrase or clause is one that is essential to the meaning of a sentence. Example: The student <u>who has the best voice</u> will win the singing contest. (The underlined relative clause identifies “The student” in an essential way.)</li> <li>• A nonrestrictive phrase or clause is one that is not essential to the meaning of a sentence. Example: Charlene, <u>who has the best voice</u>, will win the singing contest. (The underlined relative clause provides additional information about “Charlene,” but it is not essential to the meaning of the sentence.)</li> </ul> <p>Point out to students that commas are used to set off nonrestrictive elements but should not be used to set off restrictive elements.</p>
3.a. Vary sentence patterns for meaning, reader/listener interest, and style.	96, 515, 689, 963, 1009, 1239
3.b. Maintain consistency in style and tone.	430, 441, 513, 514
<b>Grade 7</b>	
1.c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	<p>666, 716, 932, 976</p> <p>Review with students the following instruction: prepositional phrases used as adjective and adverb phrases, on <b>page 666</b>; appositive phrases used as adjective phrases, on <b>page 716</b>; participial phrases used as adjectives, on <b>page 932</b>; and subordinate clauses used as adjective or adverbial clauses, on <b>page 976</b>.</p> <p>Point out to students that they should place such phrases and clauses correctly within a sentence, avoiding misplaced and dangling modifiers. Provide the following examples of these two errors:</p> <p><b>Misplaced modifier:</b> My cousin has a ferret <u>who works in a pet store</u>. (A ferret who could hold down such a job would be most unusual!)</p> <p><b>Correction:</b> My cousin, <u>who works in pet store</u>, has a ferret.</p> <p><b>Dangling modifier:</b> <u>Turning the corner</u>, the new school stood there. (The dangling participial phrase makes the school seem very light on its feet!)</p> <p><b>Correction:</b> <u>Turning the corner</u>, I saw the new school. (Now the participial phrase properly modifies “I.”)</p>
3.a. Choose language that expresses ideas concisely and precisely, recognizing and eliminating wordiness and redundancy.	308, 372, 514, 760

## Standards Carried Through the Grades

*The following skills require continued attention in higher grades (after their introduction in the grade listed below) as they are applied to increasingly sophisticated writing and speaking.*

Conventions—Progressive Standards	Meeting the Common Core Standards with <i>Prentice Hall Literature: Correlations with Teacher's Notes</i>
<b>Grade 8</b>	
<b>1.d. Recognize and correct inappropriate shifts in verb voice and mood.</b>	<p>254, 280, 309, 372, 514</p> <p>Introduce the subject of active and passive voice using the instruction on <b>pages 372 and 514</b>. Emphasize that the passive voice is occasionally the appropriate voice to use, such as when the doer of the action is unknown or unimportant. Point out to students, however, that they should not shift arbitrarily between passive and active voice. Present this example:</p> <p><b>Inappropriate Shift:</b> Applicants need to sign and then mail in their applications. Applications should be mailed in a week early. (<i>Better:</i> They should mail their applications in a week early.)</p> <p>Review the concepts of verb tense and of shifts in verb tense using the instruction on <b>pages 254, 280, and 309</b>. Enrich the instruction by explaining that in addition to tense, showing time, verbs have an attribute called <i>mood</i>, referring to the relationship of the actions or conditions they express to reality or to the speaker's will. Verbs in the <i>indicative mood</i> express an action that is occurring, has occurred, or will occur in reality. Verbs in the <i>imperative mood</i> express a command or an action that is to be accomplished by the person addressed. Verbs in the <i>subjunctive mood</i> express an action or condition contrary to fact; they may also be used to express a request. Explain to students that they should use the moods in appropriate relation to one another, without inappropriate shifts. Use these examples:</p> <p><b>Logical Relationship of Moods:</b> If I were to take dancing lessons [subjunctive expressing what is not the case], I would not have time for studying snakes [conditional tense expressing a condition that would follow on a given action].</p> <p><b>Inappropriate Relationship of Moods:</b> If I were to take dancing lessons [subjunctive expressing what is not the case], I will have no time for studying snakes [indicative mood expressing what will be the case].</p>

# Model Responses to Teacher's Guide Discussion Prompts

## Grade 9

### Reading—Literature, Standard 4, Teacher's Guide, p. 5

1. Words such as “pretentious melancholy,” applied to autumn, “austere and silent,” applied to winter, and “frivolous,” applied to spring, personify the seasons.
2. Students' answers may vary. Possible response: Instead of autumn's “pretentious melancholy,” you might refer to its showy sadness.
3. Students' answers may vary. Possible response: These figurative descriptions make the seasons seem like people; therefore, choosing among them is more personal and, for that reason, memorable.

### Reading—Literature, Standard 7, Teacher's Guide, p. 7

1. Students' answers may vary. Possible response: The rise and fall of the figures in the painting creates a kind of visual rhythm.
2. Students' answers may vary. Possible response: The triangle seems to symbolize a person's growth into vigorous manhood, followed by his decline into old age. Such a pattern is suggested in the poem: the “sudden and quick” soldier is followed by the justice with “fair round belly” and then “the lean and slippered” old man.
3. Each of the seven figures mentioned in the poem seems to have a counterpart in the window. Possible response: The precise verbs and vivid images in the poem—for example, “Mewling and puking” and “creeping like snail”—make the written description more vibrant than the visual depiction. In fact, even though the painted figures have a number of details, there is a certain sameness about these figures.
4. The characters' dress is more completely shown in the stained-glass window. The poem provides vivid details for each age of man, but these are often not details of dress; for example, we hear about the lover's sighs but do not learn what he is wearing.
5. Following are examples of sound imagery in the poem: “the infant, / Mewling and puking”; “whining schoolboy”; “the lover, / Sighing like furnace”; “a soldier, / Full of strange oaths”; “his big manly voice, / Turning again toward childish treble, pipes / And whistles in his sound.” Sound imagery, because it is vivid and very prevalent, seems to be a key way of distinguishing the different ages of man. In the stained-glass depictions, the lover holds a flute, but that appears to be the only suggestion of sound.
6. Students' answers may vary. Possible response: The final age of man is somewhat indistinct in the window but vivid in the poem: The repetitions with the word “sans” emphasize the “oblivion” of loss that characterizes old age and death.

### Reading—Literature, Standard 9, Teacher's Guide, p. 7

- Students' answers will vary. Possible response: The biblical tale tells of wise men in ancient times bringing gifts to the baby Jesus. “The Gift of the Magi,” in contrast, is set in the early

*(Grade 9 Model Responses, cont.)*

twentieth century. In the story, a man and a woman, married to one another, each sacrifice a valued possession to purchase a gift for the other. This gift giving does not involve the baby Jesus, but O’Henry says the couple’s generosity is very much in the spirit of the Magi and of the Christmas season.

**Reading—Informational Text, Standard 2, Teacher’s Guide, p. 9**

- Students’ answers will vary. Possible response: The contrast illustrates the point made in the second paragraph, that people working in robotics might have taken a different career path to arrive at the same job. For example, Matt did not do well in high school; studied psychology, anthropology, and the human brain in college, and earned a degree in cognitive science. In contrast, Gil was a good student in high school, studied computer science and robotics in college, and earned a degree in computer science. Despite their contrasting backgrounds, however, they landed jobs working in robotics for the same company.

**Reading—Informational Text, Standard 4, Teacher’s Guide, p. 11**

1. The technical article does not contain emotional language.
2. The technical article does not use figurative language.
3. The tone of Ride’s piece is personal and engaging. Her essay is informative, but it is clear that she also wants to establish an emotional connection with her readers and to convey the experience, not just the technical requirements, of space travel.
4. Ride’s purpose, as mentioned, is to convey to readers what space travel feels like. For that reason, she uses emotionally charged words and figurative language. By contrast, the purpose of the technical article is to convey information about the space shuttle. For that reason, its language is objective and neutral.

**Reading—Informational Text, Standard 6, Teacher’s Guide, p. 12**

1. Students’ answers may vary. Possible response: The author’s rapid-fire list of idiomatic expressions, riddles, and jokes helps to re-create her own feelings of wonder, curiosity, and confusion as she was bombarded by words of her new language. This strategy helps the author convey—even for readers who are native speakers of English—the strangeness and excitement of learning English as a second language.
2. Following are three examples of figurative language in the essay’s final paragraph: “snowy print”; “verbal gadgets . . . fixed units and counters”; “charged fluid mass . . . great fluent waves . . . deposit me on the shores of my new homeland.” Possible response: This use of figurative language is more effective than an abstract description because it is charged with emotion and paints vivid pictures. Also, it shows the author effectively using her new language.
3. Possible response: The author’s purpose is to convey to readers the excitement and confusion of learning a new language and a new culture. Her use of vivid, precise words and memorable figures of speech, combined with her humorous, eager tone, helps her achieve this purpose.

**Reading—Informational Text, Standard 7, Teacher’s Guide, p. 12**

1. The excerpt from Carl Sandburg’s *A Lincoln Preface* emphasizes the later years of Lincoln’s life and his leadership during the Civil War. By contrast, the film *Abe Lincoln in Illinois* tells about Lincoln’s life from the time he left Kentucky until his election as President.



*(Grade 9 Model Responses, cont.)*

2. Students' answers may vary. However, students should support their responses with specific references to Sandburg's text and to scenes in the film.
3. Students' answers may vary. However, students should realize that in his rapid sketch of Lincoln, Sandburg uses anecdotes and quotations to create a vivid portrait by showing Lincoln in action and conveying the flavor of his own words and others' words about him. In referring to the film, students should demonstrate how camera angles (from above, level with the actor, or from below the actor), the framing or composition of a shot, lighting and use of shadows, the words the actor speaks, and the way he moves all contribute to the portrayal.
4. Students' answers may vary. However, students should support their responses with specific references to the text and the film.

**Reading—Informational Text, Standard 8, Teacher's Guide, p. 13**

1. In the final paragraph of "Carry Your Own Skis," the following sentence sums up the author's main argument in the essay: "And I also learned that in life you need to be responsible for yourself and your stuff or you miss out."
2. Students' answers may vary. Possible response: In a time of financial difficulty, it is essential not to cut funding for libraries. During difficult times, libraries are even more important because they give us access to books containing inspiring stories and useful information.
3. Possible response: Coping with polio taught Roosevelt to confront an unpleasant reality directly and without fear. Roosevelt's example supports the author's main argument that fear makes it hard to perceive reality and act decisively to solve problems.
4. It is better to aid families facing drought conditions by giving them work rather than by giving them a handout.
5. Students' answers may vary. Most students will respond that they do not see examples of false statements or fallacious reasoning in these two pieces. Some students, however, may comment that in Roosevelt's "Radio Address on Drought Conditions," the statement that we must either give families a handout or put them to work may be an example of fallacious reasoning. These students may argue that it would have been possible to give families jobs and financial assistance at the same time.

**Reading—Informational Text, Standard 9, Teacher's Guide, p. 14**

1. Possible response: The image of a returned check highlights King's view that America's foundational documents promise equality for all, but in the case of African Americans, the country has not fulfilled that promise.
2. Possible response: Roosevelt was telling his audience that times were tough but that they could solve their problems if they did not allow themselves to be paralyzed by fear. His call for clear thinking, unclouded by fear, was neatly summed up in the phrase, "the only thing we have to fear is fear itself."
3. Possible response: For King, the problem is that a century after the Emancipation Proclamation, African Americans are "still . . . not free." Those who stand in the way of solving the problem are those who perpetrate "police brutality," uphold segregation, and prevent African Americans from exercising their right to vote. For Roosevelt, the problem is that America faces economic hard times. Those who stand in the way of solving the problem are "unscrupulous money changers," presumably rich people who profit from others' misery.



*(Grade 9 Model Responses, cont.)*

King sets forth a vision of how the problem can be solved in the “I have a dream” portion of his speech. There, he envisions a time when all Americans will enjoy equal opportunities. Roosevelt offers a solution calling for “broad executive power” that will enable him to put people back to work. King, by ending his speech with his “dream” of equality and reconciliation, appeals to people’s hopes rather than their fears. Roosevelt declares “that the only thing we have to fear is fear itself,” and offers the hope that Americans can get back to work building the country. King reaffirms the promises of the Declaration of Independence and “the American dream.” In the “I have a dream” ending of his speech, he envisions “all of God’s children” joining hands. Roosevelt reaffirms “the American spirit of the pioneer,” “our constitutional system,” and the necessity for Americans to recognize “our interdependence on each other.”

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**Language—Standard 4.a., Teacher’s Guide, p. 46**

1. Students’ answers may vary. Possible response: Coming before the noun *bird*, the word *Jubjub* tells what type of bird and is therefore an adjective. Because it is capitalized, it is probably a noun being used as an adjective. *Bandersnatch* is also capitalized and is probably the name of a strange kind of creature. The word *frumious* has a suffix indicating it is an adjective, and its position in front of a noun also suggests that it is serving as an adjective. The word’s resemblance to *furious* suggests that it might mean “fierce.” It would probably be advisable to shun or avoid a fierce Bandersnatch.
2. Students’ answers may vary. Possible response: The *Jabberwock*, with its initial capital, is a noun that probably designates another strange creature, one that makes jabbering sounds. Appearing next to the helping verb *came* and with an *-ing* ending indicating it is a participle, *whiffing* is probably a verb. It sounds like a strange combination of rustle and whistle. When you swing a bat at a ball and miss, it’s a *whiff*, and the sound of the bat slashing at the empty air might be the sound of the Jabberwock as it makes its way through the wood. Coming in front of the noun *wood*, *tulgey* is no doubt an adjective.
3. Students’ answers may vary. Possible response: Appearing next to the helping verb *went* and with an *-ing* ending indicating it is a participle, *galumphing* is probably a verb. Because the boy just killed the monster and is returning with its head, *galumphing* might mean a kind of joyful, but clumsy, half-strut and half-run.